

EDUCATION  
CURRICULUM



**Junior High School  
Curriculum Guide  
for  
HOME  
ECONOMICS**

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## ACKNOWLEDGEMENT

This Bulletin has been prepared by the Subcommittee on Junior High School Home Economics under the guidance and direction of the Junior High School Curriculum Committee.

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## INTRODUCTION

The teacher's attitude toward homemaking will influence her teaching. For this reason, every teacher of this subject should formulate a philosophy regarding the contribution which the study of homemaking can make to a more happy, successful and effective home and personal life. The successful teacher in this field realizes that while she is concerned with developing in her students the abilities and skills pertaining to homemaking her major responsibility is to instill in each girl a belief that homemaking will enrich her life and the lives of those around her and to help her realize this goal.

These courses should be presented with the belief behind them that homemaking is a means to a more vital and useful life through:

- (a) the development of a wholesome personality and satisfying relationships.
- (b) the broadening and enrichment of life through a wide variety of interests.
- (c) the acquisition of techniques and skills needed in immediate personal and home living.

Teachers are urged to read the following introductory pages carefully as a wealth of suggestions are given for a successful implementation of the course.

## GENERAL OBJECTIVES

### A. Attitudes of:

1. Co-operation - involving whole-hearted participation in the daily duties of the home as well as in the social aspects of home life, thus developing high ideals of worthwhile and effectual family life.
2. Responsibility - marked by perseverance, personal honesty and willingness to accept the consequences of one's own actions.
3. Creativeness - in design and color, which will make the student's project distinctly her own.
4. Scientific Exactitude - especially in the preparation of foods and in housekeeping methods - respect for knowledge and accurate information.
5. Social Concern - that will make the daily living one of broad horizons and kindly gracious and appreciative association with all whom one comes in contact.
6. Reverence - marked by a conviction of a Deity, and regard for His supreme handiwork, mankind.

### B. Understanding of:

1. The necessity for a clear knowledge of nutrition to ensure the wise planning of the family meals.

2. The value of a well-set table and correctly served meals for the social grace of eating.
3. The importance of using care in selecting fabrics and their appropriate use in the planning of wardrobes.
4. The importance of selection of suitable and becoming clothing within the budget.
5. The importance of establishing habits of cleanness and tidiness in the regular care of one's room.
6. Personal relationships with other members of the family and society in general.
7. The need for safety measures that should be practiced, especially in the home.

C. Basic Skills in:

1. The use and care of equipment required in the preparation of food and clothing and in the care of the home.
2. The selection, preparation and care of food, clothing and home furnishings.
3. Making simple stitches and seams and the use of the pattern in garment construction.
4. Handicrafts which may later develop into hobbies.
5. Simple home nursing routines.
6. Care and guidance of younger children.

THE ORGANIZATION OF THE JUNIOR HIGH SCHOOL  
HOME ECONOMICS PROGRAM

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COMBINATION OF GRADES AND SIZE OF CLASS

In some smaller centers, it may be found necessary to combine certain classes. This procedure should be followed only if the number of students of the combined group is small and adequate accommodation and equipment are available.

In single-grade classes, the enrolment should not exceed twenty. In classes comprising students of more than one grade, the enrolment should not exceed fifteen.

RECORDS

The following records should be kept:

Instructors' Records

- (a) Attendance.



- (b) Plan book - organization, short and long term plans, etc.
- (c) Student grading - a folder of information on each student to provide a cumulative record.
- (d) Projects accomplished by student.

### Students' Records

- (a) A carefully kept notebook for each student, stressing the use of good penmanship, correct spelling and English, with due attention to the principles of art and design is important. This notebook should include assignments, necessary information, relevant printed material distributed by the teacher, samples of textiles and work in general done by the students rather than dictated notes.
- (b) A description of each sewing project completed, length of time taken to complete it, seam finishes, sample of material, laundering qualities, cost and comparison with similar ready-made article should be done.
- (c) A record at the completion of each unit should include information about activities and comments on achievements.

### DEPARTMENT RECORDS

1. Inventory of equipment and furnishings, to include day of purchase, cost, present condition - to be checked in June and September.

One copy to be filed in Home Economics Department or with Principal.

One copy to be filed in School Board Office.

2. Library List - name, author, publisher, date of publication, cost, and condition. To be included with inventory.
3. School Accounts - (a) Monthly accounts handed in to Board and on file in Home Economics Department.  
(b) Yearly accounts handed in with totals for all expenditure.
4. Two copies of what each class has completed, one to be left with the principal and one in the desk for the information of incoming teacher.

All rooms in which home economics is taught should reflect a home-like atmosphere to which curtains, pictures, plants and flowers may contribute.

Each area of the room should be so arranged that it is complete within itself so that unit work assigned can be completed within the section.

### PROGRAM CONTENT

A course in home economics must necessarily be flexible to meet the varying conditions in widely separated parts of the province. The Junior High

School home economics program has been planned for three levels rather than for three grades since not all schools are able to offer three full years of home economics. The courses have been planned to include a minimum of constants and a variety of electives from which to choose:

#### Level One

Constants - Food and Health	10 - 12 weeks
- Sewing	10 - 12 weeks
Electives - Home Care	2 - 3 weeks
- Home Related Arts and Crafts	2 - 3 weeks
- Improving Personal Appearance	2 - 3 weeks
- Personal Relations	2 - 3 weeks
- Safety and Good Management	2 - 3 weeks

#### Level Two

Constants - Food and Health	10 - 12 weeks
- Sewing	10 - 12 weeks
Electives - First Aid	2 - 3 weeks
- Home Care	2 - 3 weeks
- Home Care of the Sick	2 - 3 weeks
- Home Related Arts and Crafts	2 - 3 weeks
- Learning to Care for Children	2 - 3 weeks
- Learning to Look Your Best	2 - 3 weeks
- Personal Relations	2 - 3 weeks

#### Level Three

Constants - Food and Health	10 - 12 weeks
- Sewing	10 - 12 weeks
Electives - A Girl's Room	3 - 4 weeks
- Home and Family Relations	3 - 4 weeks
- Home Related Arts and Crafts	3 - 4 weeks
- Time and Money Management	3 - 4 weeks
- You at Your Best	3 - 4 weeks

These titles only denote the subject matter of the unit. The teacher, with her class, may wish to choose another title. It will be noted that approximately one-third of the total time is allotted to food and health, one-third to sewing, and one-third to the electives. The number of weeks may be used as minimum and maximum times as some classes work more quickly than others so requiring less time to cover the same amount of work than a slow class will do in the maximum time allowed. In each case, a week consists of the equivalent of three standard thirty-five minute periods.

#### Selection of Elective Units

The instructor in selecting the electives will necessarily be guided by accommodation, students' best interests, options previously chosen, equipment, size and nature of the class, etc. It is advisable to encourage the class to



take part in the selection of electives, guiding them as unobtrusively as possible to choose what will give them the most valuable learning experiences and at the same time will develop a program which will ensure some breadth of offering. Quality, however, should be emphasized over quantity. The class time table must be arranged to include both class and group instruction. There must be a balance among activities and all students must share regularly.

A minimum of four electives should be chosen at the first and second levels and at least three at the third level. If time is limited or an immature group, then only three electives could be selected for levels one and two. In a one or two year program, electives may be chosen from any lower level but care should be taken to make selections that will give an introduction to the course and fit in with the girls' backgrounds.

The choice of electives will be affected by (a) teacher's knowledge of the students' abilities and needs, (b) future plans of the students, and (c) home economics offerings available in high school.

There is much room for teacher-student planning in this area if the best program for the students' needs is to be offered.

A "keep-up-to-date" chart on the bulletin board could be kept showing what activities each girl has completed. Each student should keep a record in her notebook. This might be a rotation wheel with a circle representing each unit.

#### CARE AND MANAGEMENT

Good housekeeping, sanitation, and cleanliness are of utmost importance in the home economics room and depend on constant vigilance by the teacher and students

To maintain cleanliness, good standards of housekeeping must be followed:

1. Set up schedules for regular and periodic cleaning.
2. Use proper sanitary methods for storage and refrigeration.
3. Keep premises free from flies, insects, and rodents by adequate screening; by proper storage in metal or glass containers of foods such as flour, laundry starch, bread crumbs, etc., and by the use of insecticides and traps.
4. Proper disposal of foods at the end of the school term.
5. Step-and motion-saving principles should be studied and applied.
6. The life of equipment is definitely lengthened by proper cleaning and maintenance. Plan for routine care of equipment.

#### Work Plans

Early in the school year consider the housekeeping duties which must be done and make a plan which enables all girls to share.

Student interest, understanding, and cooperation are essential for successful care of the room and equipment.

- Consider:
- (1) Does the arrangement of furniture, equipment, and utensils contribute to efficient work?
  - (2) Are objectives, methods, and standards of work known and understood by all?
  - (3) Is the work plan flexible, practical, and sensible?
  - (4) Is it possible for the students to assist in routine inspection?

A chart or score board listing duties, which are to be rotated, should be planned so that students can easily see what specific job they are responsible for.

### Examples of Cleaning Tasks

#### Cleaning Tasks for Sewing Area

<u>Daily</u>	<u>Weekly</u>	<u>Seasonal</u>
1. Collect pins on floor. Magnet.	1. Bulletin board arrangement.	1. Plant arrangements.
2. Sweep or dry mop floor.	2. Care of chalkboard	2. Windows.
3. Dust board and woodwork.	3. Arrangement of schedules.	3. Floor care.
4. Water plants.	4. Arrange reading center.	4. Lights.
5. Wash dusters.	5. Oiling and repair of sewing machines.	5. Varnished and painted woodwork.
6. Ventilate and dust windows.	6. Care of ironing boards such as: making and mending covers.	6. Washing of curtains, draperies and decorations.
	7. Laundering press cloths and covers.	7. Closets and storage area.
	8. Lockers and boxes.	

#### Cleaning Tasks for Foods Area

<u>Daily</u>	<u>Weekly</u>	<u>Seasonal</u>
1. Open windows.	1. Defrost and clean refrigerator.	1. Wash and wax floor.
2. Empty garbage cans.	2. Clean range.	2. Brush down walls.
3. Sweep floor.	3. Scrub and disinfect garbage cans.	3. Wash windows.
4. Wash dishes.	4. Clean and air bins, bread and cake boxes.	4. Launder curtains.
5. Close windows.	5. Wash floor.	5. Closets and cupboards.
6. Wipe off range and refrigerators.	6. Wash cabinet and woodwork.	6. Clean upholstery.
7. Sinks.	7. Laundry.	7. Store against moths, etc.
8. Tables and drawers	8. Care of silver.	8. Disposal of dry foods which cannot be stored over vacation.
	9. Clean washing machine, toaster and mixmaster.	

### Housekeeper's Check and Plan Sheet

1. Check duties for yourself and make any necessary adjustments for students.
  2. Plan your work.
  3. Check requirements of teacher for her next class.
  4. Score students.
  5. See your daily log or records are up-to-date.
- 

At the end of class check work done by students:

1. Was time well spent?
2. Give suggestions if improvement needed.
3. List things done on own initiative. Things still unfinished (mark in red).
4. Class attitude: Eager, Self-sufficient, Willing, Thorough  
Untidy, Needs watching, Needs help, Careless

### Good Housekeeping

A neat and tidy room is characterized by the following:

1. Bulletin boards attractively arranged.
2. Cupboard doors kept closed for cleanliness and safety.
3. Teacher's desk neat and tidy - free of unnecessary paper, etc.
4. Broom and mops clean when put away.
5. Towels neatly hung on drying racks.
6. Damp, soiled towels left exposed to air.
7. Tote trays neat.
8. Cupboards for supplies, equipment, frequently cleaned and organized for neat and sanitary storage.
9. Refrigerator given weekly care, spilled foods immediately wiped up.
10. Stoves given daily and weekly care.
11. Note books and assignments kept in orderly fashion.
12. Rules for housekeeping in various centers prominently posted as a guide for students.



13. Sweaters, purses, academic texts, and notebooks in proper place and not in work area.
14. Drawers and cupboards in unit kitchen wiped out frequently. Some orderly arrangement of utensils helps in quick checking.
15. Pots, double boilers, etc. are left on table top after washing for checking by housekeeper before storing by student.

Suggested References: At Work in the Kitchen by Laurette Wieland  
Housekeeping Handbook by Lydia Balderston

#### TRENDS IN TEACHING METHODS, WITH SUGGESTIONS FOR THE USE OF THE "HOMEMAKING PROGRAM"

The goal in the Junior High School is to teach homemaking in such a way that students will have a unified picture of what homemaking really means, rather than a series of isolated facts and skills. In the home center students work as a family group, and their learning is functional because it is accomplished in a realistic environment.

The home center plan presents not only a setting similar to that of the home, but also such situations as commonly arise in a home. It is quite possible, with good organization, for the teacher to conduct an integrated program and to supervise a variety of activities at the same time. Even when individual units are studied, care should be taken to see the students realize how and when the unit fits into the full homemaking plan.

Homemaking rooms offer much in promoting the initiative of the student and in providing for "individual differences", but they offer much opportunity for wasted time and effort on the part of both student and teacher if instruction is not well organized. Formal and informal demonstrations, class and group instruction, illustrative material, models of clothing construction processes, work sheets, text books, professional magazines, self-evaluation devices and films should be used extensively by the teacher.

The homemaking technique can only be used to advantage when students have mastered the simple fundamental language and basic skills necessary in home economics activities. It is recommended that the homemaking technique should be left until the teacher feels that the class has a good understanding of basic skills and that each girl is ready to take her place in the homemaking routine. The exact time for this foundation work will depend on:

- (a) the class and their home experiences,
- (b) the teacher's experiences.

#### PROGRAM ORGANIZATION

It is not considered advisable to take the constants simultaneously as the teacher cannot adequately teach and supervise these two units at the same time

but constants and electives may be integrated. Where the class is small and accommodation is adequate, units may be taken separately but for large classes the work should be integrated with groups of girls completing the work in rotation from week to week. In the latter case, instructions should be presented to the whole group in the beginning to avoid repetition. An example of combined units for Level One might be the combination of Safety and Good Management and Home Related Arts and Crafts. One-half of the girls can be given an assignment in good management while others begin an arts and crafts project. The second week these assignments may be completed and the groups change place and work on the other topic. In some cases it would be advisable to take three units at the same time. In situations where the period is one-half day, craft work should not occupy the full time but be alternated with other activities. Care should be taken not to "overweight time" for crafts. The "assigned time" may be used for learning the craft and the article could be partly finished at home or used for pickup work during the year.

At each level, additional enrichment units are included. These may be used where extra time is available as, for example, in a quicker class or where there are repeaters. These suggestions are marked with an asterisk (\*).

The success of the program will depend largely on the planning and organization ability of the teacher. It is important that each teacher carefully plan her program at the beginning of the year. It may be advisable to have this plan posted in the room so students are also aware of the time table and plans.

The use of reference books should be encouraged. It has been found most successful when specific information is asked for or when questions are assigned. In order to stimulate interest in a new unit, reading assignments may be given as a preview.

To create interest and obtain more carryover of skills, the girls should be encouraged to complete home projects at all three levels. In sewing this could be a simple project chosen in cooperation with the teacher. In food and health simple meals could be prepared at home. All these projects could be made official by having the mothers see the plan or sign statements when the projects are completed.

#### PROGRAM FOR COMBINED COURSES

The following is a suggested plan for levels one, two and three. This may be followed or something similar to this could be worked out by the teacher.

	<u>Total Time Allotment</u>
<u>Level One</u>	
Safety and Good Management (2-3 weeks) Home Related Arts and Crafts (2-3 weeks)	4 - 6 weeks
Sewing (10-12 weeks) Improving Personal Appearance (2-3 weeks)	12 -15 weeks
Food and Health (10-12 weeks) Home Care (2-3 weeks)	12 -15 weeks
Personal Relations - taken with class as a whole	2 - 3 weeks



## Level Two

Learning to Look Your Best (2-3 weeks)	Home Related	
Arts and Crafts (2-3 weeks)		4 - 6 weeks
Sewing (10-12 weeks)	Learning to Care for Children	
(2-3 weeks)		12 -15 weeks
Personal Relations (2-3 weeks)	First Aid or Home	
Care of Sick (2-3 weeks)		4 - 6 weeks
Food and Health (10-12 weeks)	Home Care (2-3 weeks)	12 -15 weeks

## Level Three

You At Your Best (3-4 weeks)	Sewing (10-12 weeks)	13 -16 weeks
A Girl's Room (3-4 weeks)	Home Related Arts	
and Crafts (3-4 weeks)		6 - 8 weeks
Food and Health (10-12 weeks)	Time and Money Management or	
Learning to Care for Children (3-4 weeks)		13 -16 weeks

## CORRELATION

Wherever possible, it is desirable to correlate with other courses. This calls for a high degree of planning and cooperation on the part of all members of the teaching staff if overlapping is to be avoided. Some suggested correlations follow:

1. Typing - menus, reports, invitations, "letters of thanks", ordering of pamphlets, booklets, asking for information, etc., modelling tips, fashion shows, score cards.
2. English - letters of all types, reports, spelling.
3. Art - areas decorated, study of color and design, posters.
4. Mathematics - dividing of recipes, use of fractions, substitution in pan size, scale drawing of room.
5. Health and Guidance Courses - getting along with others, grooming, physical effects of food, first aid, home care of the sick.
6. Social Studies - spices, natural fibers (where from).
7. School Nurse .
8. Science - calories .
9. Physical Education - laundry of gym towels, team markers, bean bags, arm bands, assistance for fashion shows.
10. Others: (a) Food for the Christmas party .  
(b) Costumes and makeup for the school play.  
(c) Red Cross parcels.  
(d) With working mothers, help girls plan their time for best contribution.

## CULMINATION

Each unit should end with some type of culmination whether it be a written test or an activity. The following are some types of culminations that have been used successfully:

1. Fashion show at end of sewing section.
2. Planning, preparing and serving a complete meal at end of foods section.
3. Tea at end of personal relations section.
4. Parents visit while regular class routine is going on.
5. Smorgasbord, buffet luncheon for class (Grade IX).
6. "Skirt Show" at noon hour (Grade IX).
7. Selling "quick breads" at Fashion Show.
8. Entertain "in-coming" students who have never taken home economics.
9. Tests, charts, bulletin board displays.
10. Christmas breakfast, luncheon or dinner for each class.
11. Lunch for shop boys.
12. A "tea" for the new principal's wife.
13. Cookies for a party at "Old Folks' Home".
14. Cleaning silver at home.
15. Assembling a First Aid Kit.
16. Achievement Day.
17. Display for Home and School.
18. Display for crafts.
19. Stuffed toys for Christmas.
20. Tea for general public.
21. "I Made It Myself" Day
22. Artistic display cabinets.
23. Entertain and take care of pre-school children when mother comes to a school function.
24. Help plan and carry out a birthday party for a younger child.

### A Suggested Culmination in Foods and Health at Level Three

This consists of the preparation of a complete meal.

In this plan, the whole class studies the food and meal planning together, with these three main objectives always in mind:

1. to promote good nutritious meals, with ideas for variation, based on Canada's Food Rules.
2. to stimulate cooperation within a group, and
3. to prepare, plan and work quickly to achieve the meal in limited time.

Time: One hour and ten minutes.

Groups: Three groups each consisting of six girls as follows:

- 1 observer and director
- 1 table setter
- 1 food coordinator
- 3 helpers in kitchen

Note: This was organized for a room with three kitchens--the number of groups would depend on the facilities available.

- Meals:
1. Preplanning, recipes and limits established within the group--one hour.
  2. Prepared, served and cleaned up - one hour and ten minutes.
  3. Prepared -
    - (a) Breakfast
    - (b) Luncheon
    - (c) Dinner - planned on the following meal patterns:
      - (i) Meat course, three vegetables, dessert--family service or English style.
      - (ii) Fish course, vegetables, dessert--plate service, dessert served at table.

## WORKSHEETS

The following is a worksheet which may be used in the Home Care Unit in the third level. It is only a guide. Similar worksheets could be made for other units.

### Worksheet for Laundry

1. Give instructions for the removal of the following stains:
  - (a) Lipstick
  - (b) Chewing Gum
  - (c) Orange Juice
  - (d) Cocoa
  - (e) Tea or Coffee
2. In the space provided give two examples of each of the following. Tell what type of material you would launder with each:

	<u>Name of Product</u>	<u>Material for Each</u>
Bar Soap	1.	
	2.	
Flake Soap	1.	
	2.	
Granulated Soap	1.	
	2.	
Synthetic Detergent	1.	
	2.	

3. List the rules for laundering:

- (a) A wollen garment (sweater)
- (b) A white blouse
- (c) Nylon hose - lingerie

## SELF-EVALUATION SHEETS

### Score for Cook - Self-Evaluation (as a bulletin board display)

Did You:

- (a) Wash your hands, put on clean apron and head band or restrict your hair?



- (b) First assemble all ingredients and utensils?
- (c) Check oven temperature or use correct cooking heat?
- (d) Measure accurately and follow method correctly?
- (e) Keep table neat while working?
- (f) Do work in reasonable time?
- (g) Have all parts of meal ready on time?
- (h) Have attractive-looking food products?
- (i) Have products that tasted good?
- (j) Do cleaning properly?

### Score Card for Dress, Blouse, or Housecoat

	Possible Score	Your Score
Workmanship -		
Seams	20	0
Cutting	10	0
Sleeves	15	0
Neck Line	10	0
Stitching	20	0
Fasteners - buttons and buttonholes	10	0
General appearance and fit	15	0
Total Score	100%	0%

### Score Card for Skirt

	Possible Score	Your Score
Cutting	10	0
Seams	20	0
Hem	15	0
Placket	15	0
Stitching	10	0
Finished appearance and pressing	10	0
Fit	10	0
Band and Belt	10	0
Total Score	100%	0%

### Score Card for Pyjamas

	Possible Score	Your Score
Cutting	15	0
Seams	20	0
Sleeves	15	0
Neckline	10	0
Placket and Belt	15	0
Hems	10	0
Finished appearance and fit	15	0
Total Score	100%	0%

## Score Card for Apron

	<u>Possible Score</u>	<u>Your Score</u>
Name or Initials in Simple Embroidery	10	-
Cutting	10	-
Ties	10	-
Washing and Ironing	10	-
Machine Stitching	10	-
Pocket	10	-
Bib	15	-
Hems	10	-
Finished Appearance	<u>15</u>	<u>-</u>
Total Score	100%	-%

## MEAL MANAGEMENT

Period \_\_\_\_\_ Kitchen \_\_\_\_\_

Date \_\_\_\_\_ Group \_\_\_\_\_

Table Accessories                      Special Equipment                      Source of Recipes

Table Accessories

Special Equipment

List dishes, silver, linens and decorations needed to serve this meal.

List special equipment needed that is not in your kitchen.

Sketch of one complete cover:

Source of Recipes: List here only the source of your recipes.  
Recipes should be copied on cards or note book paper.

# PLAN FOR MEAL PREPARATION AND SERVICE

School \_\_\_\_\_ Names (a) \_\_\_\_\_  
 Kitchen \_\_\_\_\_ Group \_\_\_\_\_ (b) \_\_\_\_\_  
 Date \_\_\_\_\_ (c) \_\_\_\_\_

- A. Menu for meal to be prepared: (2-4 girls preparing for four).  
 B. Working Plan: Duties for each girl for the entire laboratory period should be stated. (Include in plan also any preparation to be carried on in advance of the period the meal is to be served.)

Name	Name	Name
Time Work to be done	Time Work to do	Time Work to do

## PROGRESS CHART

An example of a Progress Chart for an apron follows. This could quite easily be adapted to other garments.

Name \_\_\_\_\_ Grade \_\_\_\_\_

Total Time Allowed: 4 weeks

Jobs to be Done:

1. Straighten and preshrink fabric.
2. Measure and mark rectangles for apron front; ties; waistband, and pockets.
3. Mark dots, notches, etc.
4. Hand baste hems on ties and apron front.
5. Prepare pocket and baste apron - stitch in place.
6. Machine stitch hems on apron and on ties.
7. Gather top of apron.
8. Join waistband and ties to apron.
9. Wash, starch, and press apron.

Date	Plan to Do	Completed Job Planned	If Not, Why?
Mar. 6	No. 1, No. 2, No. 3, No. 4	No	Worked too slowly.
Mar. 13	Finish No. 4 and do No. 5	Yes	
Mar. 20	No. 6, No. 7, and No. 8	No	Made a mistake and had to re-gather top.
Mar. 27	Finish No. 8 and do No. 9	Yes	

### EXAMPLES OF PARENT'S VOUCHERS FOR HOME PROJECTS

Cooking

Student \_\_\_\_\_ Grade \_\_\_\_\_

Project \_\_\_\_\_

Day and date done at home \_\_\_\_\_

Did activity seems to be well organized? \_\_\_\_\_

If a meal, how many were served? \_\_\_\_\_

How much help was received? (please circle) None    Some    Much    Just Advice



Was the work area cleaned up? \_\_\_\_\_

Do you think this was a useful activity? \_\_\_\_\_

Will you encourage \_\_\_\_\_ to \_\_\_\_\_ again  
sometime? \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Parent or Someone Responsible)

Sewing

Student \_\_\_\_\_ Grade \_\_\_\_\_

Project \_\_\_\_\_

This is to certify that \_\_\_\_\_ did all the  
work assigned on her project except the following:

She received some advice. (please circle) Yes No

She had help with the sewing. (circle one if help was given) Just a little

Needed much help

Other sewing done by student at home. (Please list such as mending, making a garment on her own, altering, samples, etc.) \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Parent or Someone Responsible)



## REFERENCE BOOKS

No text book has been authorized. The teacher may, if she wishes, choose one of the following reference books as a student's general reference. Class sets would be helpful.

1. Department of Education, British Columbia - B. C. Manual, Foods and Home Management.
2. Binnie, et al - Homemaking for Young Canadians.
3. Greer and Gibbs - Your Home and You.
4. Toronto Home Economics Teachers' Association - Homemakers of Tomorrow.

These general reference books are available from the School Book Branch, Department of Education, Edmonton, Alberta.

Reference books especially suitable for each level are listed in the outline for each level.

A complete list of reference materials is given at the back of the Curriculum Guide.

## OUTLINE OF LEVEL ONE COURSE OF STUDIES

### INTRODUCTION

This outline is based on the philosophy that home economics has an over-all objective to help students lead more satisfying personal and family lives.

The materials in this outline have been developed to meet the interests and needs of young people who have not had any previous homemaking education at school. The experiences provided are based on the developmental needs of the teenager. It is, therefore, necessary for the teacher to know something about adolescence. At this age, students are unsure of themselves, are enthusiastic about everything that interests them, and like activity but have a short span of interest. Coordination of the finer muscles is just developing and very intricate work is not advisable. The teacher should provide opportunities for developing self-confidence in her students. Because the students enjoy activity the formal teaching lessons should be short, followed by practical application. The teacher needs to plan together with the students so that they can help formulate some of the goals. Teacher-student planning provides greater motivation and maintenance of student interest.

At this level, it is very important that good work habits be established and that high standards of workmanship be set up. Opportunities for critical thinking and problem solving should be provided since the ability to think critically is fundamental in homemaking education.

The environment in which students work influences their learning, therefore, the teacher should try to provide attractive and comfortable surroundings and stress the importance of pleasant and courteous relationships. A favourable environment is conducive to optimum development of the students, helping to make them adequate and secure.

It is suggested that the first few weeks be devoted to work of an introductory nature:

1. Introduction to the department.
2. Outline of year's work.
3. Notebook requirement.
4. Basic skills.

When the teacher feels the students are ready, homemaking routine may be started.

The course must be adapted to each particular situation, but a few suggestion for organization are presented here. The class may work on a four-week cycle. The first week would be used for demonstration and formal lessons by the teacher. The other three weeks would be used for the practical application of the cooking, sewing, and home care in rotation with a short review taken at the beginning of each class period.

Another plan would be to give instruction in a particular unit to the class as a whole at the beginning of a class period, before the class breaks up into groups.

Home projects are suggested throughout the course to permit further application of homemaking skills as students learn best what they apply.

## REFERENCES FOR FIRST LEVEL

### Food and Health

B. C. Department of Education, B. C. Manual - Foods and Home Management.  
Department of Health and Public Welfare, Ottawa - Grades of Eggs.  
Department of Health and Public Welfare, Ottawa - Buy by Grade.  
Baxter, Justin and Rust - Our Food, Longmans, Green & Co.  
McDermott and Nicholas - Homemaking for Teenagers, Ryerson Press.  
Jones and Burnham - Junior Homemaking, Longmans, Green & Co.  
Department of Agriculture, Ottawa - Foods and Home Management Chart.  
Bureau of Home Economics, Washington, D. C. - Nutrition Charts.  
Dominion Department, National Health and Welfare, Ottawa - Score Cards and Posters.  
National Dairy Council, Chicago, Illinois - Food Models.

### Sewing and Home Related Arts and Crafts

Mariska Karasz - See and Sew, Longmans, Green & Co.  
Jane Chapman - Girls' Book of Sewing, McClelland Ltd.  
Education Department, J. & P. Coats (Canada) Ltd., - Sewing Secrets.  
Singers - Wall Charts.  
Coates & Clark Inc. - Learn How Book.  
Patons and Baldwins - Easy Lessons in Knitting.

### Safety and Good Management and Home Care

Lewis, Burns and Segner - Housing and Home Management, Brett-MacMillan Ltd.  
Baxter, Justin and Rust - Our Home and Family, Longmans, Green & Co.

Films: Safety in the Home.  
Safety in the Kitchen.  
Party Etiquette (Entertaining).

### Personal Appearance

Milk Foundation - As Others See You.  
National Dairy Council, Chicago, Illinois - My Reflections.  
Giles - Susan be Smooth, Book Society of Canada.  
Harris, Tate and Anders - Everyday Living, Nelson & Sons Ltd.  
Hatcher and Andrews - Adventuring in Home Living, Copp Clark Co.  
Carson - How You Look and Dress, McGraw Hill Co.  
Mildred Graves Ryan - Cues for You, Ryerson Press.

### General Reference

Greer and Gibbs - Your Home and You.  
Binnie, et al - Homemaking for Young Canadians.



## FOOD AND HEALTH FOR FIRST LEVEL (CONSTANT)

Time: 10 to 12 weeks.

### General Objectives:

1. Development of an understanding of the importance of food for health, energy, and appearance.
2. Planning, preparation, and serving of a simple, attractive, economical, and nutritionally adequate breakfast.
3. Using of Canada's Food Rules as a guide in choosing food and the body needs with respect to food.
4. Development of housekeeping skills and sanitation practices.
5. Development of desirable work habits.
6. Enjoyment in food preparation.
7. Achievement of simple basic cooking skills.
8. Learning to work happily and effectively with others.
9. Learning to understand the language of recipes, and to follow directions.
10. Development of the ability to set the table properly and to use acceptable table manners, helping to make mealtime a happy experience.

### Minimum Achievements for First Level:

1. Knowledge of Canada's Food Rules and Food classes - proteins, fats, carbohydrates.
2. Meal patterns and menus for breakfast.
3. Essentials of a good breakfast.
4. Reasons for eating breakfast.
5. Simple work plans for class meals.
6. Ability to read easy recipes.
7. Knowledge of measuring - liquids, fats, and dry ingredients.
8. Basic cooking skills - stirring, beating, mixing, creaming, folding, boiling, simmering, toasting, poaching, and baking.
9. Simple housekeeping skills required for daily cleaning of kitchens:
  - a. Dishwashing
  - b. Garbage disposal
  - c. Cleaning range - surface cleaning only

- d. Cleaning refrigerator - tidying and wiping only
- e. Care of pans used - removal of stains
- f. Care of painted woodwork
- g. Care of sinks, strainers, and table tops

10. Preparation of simple foods for breakfast.

11. Table setting and serving breakfast.

**\*Suggested Additional Activities:**

- Muffins
- Simple cookies - ice-box or drop
- Tea biscuit dough - a. drop tea biscuits  
b. coffee cake  
c. pinwheels (for mature students or repeaters)
- Simple entertaining
- Holiday foods

**UNIT I - FOOD HABITS**

Content

Well prepared food creates an appetite.

Planning for three meals a day.

Signs of a well-nourished boy or girl.

We are what we eat.

Canada's Food Rules.

Food classes - proteins, fats, and carbohydrates.

Importance of recognizing desirable food habits and improving food habits.

Suggestions and References

Use interesting introduction to stimulate thinking.

Set up a day's meals using food models.

Set up attractive bulletin board.

Plan and arrange bulletin boards for displays.

Use pictures of experiments on animals to show effects of food.

Show or display Nutrition Charts from Bureau of Home Economics, Washington, D.C.

Set up poster from Department of Health, Edmonton.

Set up posters showing what foods contain proteins, fats, and carbohydrates.

Use food score card to check food habits of each student.

Score Cards and Posters from Dominion Department of National Health and Welfare, Ottawa.



## Content

## Suggestions and References

Food Models from National Dairy Council, Chicago, Illinois.

### UNIT II - THE FAMILY BREAKFAST

1. The importance of eating a good breakfast.

Do teenagers eat adequate breakfasts?

Health, disposition and appearance affected.

1/4 to 1/3 of daily food intake is needed for breakfast.

Improving breakfast habits.

Breakfast types - light, medium, heavy, when and to whom served.

2. Preparation of Breakfast Foods

Breakfast beverages.

Milk for hot beverages.

Forms available.

Care of milk.

Double boiler to heat milk.

Soaking of milk dishes.

Starch cookery - cocoa.

Prevention of scum.

Tea and Coffee for adults.

Method of preparation.

Discuss and have student report results of research on eating breakfast.

Discuss reasons for not eating adequate breakfasts.

Use pictures on bulletin board of attractive and healthy teenagers.

Role-play several situations which are typical of teenage problems.

Illustrate each with food models and flannel board.

Show relation of breakfast to other meals of the day.

(Foods need not be prepared in order presented.)

Demonstrate preparation of beverages.

Follow up by students preparing and serving cocoa.

Keep syrup on hand to save time, if time is a factor.

B. C. Manual - Foods and Home Management.

Demonstrate how to prepare tea and coffee.

B. C. Manual - Foods and Home Management.

## Content

### Toast:

Methods of cutting in variety of ways--halves, triangles, fingers.

Variations - cinnamon  
orange  
honey nut  
French

Use of oven, if used.

### Fruits :

Food value and need for breakfast.

Principles of buying, storing, and handling.

Method preparation to conserve food value.

Suitable equipment used in preparation.

Fresh - apples, pears, peaches.

Stewed - prunes, figs, apricots.

Canned and frozen juices.

Citrus fruits.

### Cereals:

Types - fine, coarse.

Season for cooking.

## Suggestions and References

Demonstrate how to prepare toast using equipment in department.

Explain other methods.

Students practice - evaluate.

Explain toast can be used by hostess in carrying out her responsibilities.

Discuss fruits served for breakfast.

Discuss buying and storing.

Discuss conservation of food value.

Demonstrate.

Use fruits in season.

Demonstrate how to prepare and serve.

Demonstrate how to serve.

Demonstrate ways of serving:

- a. juice
- b. slices or wedges
- c. halves
- d. fruit cups

\* Have students prepare fruit for Sunday breakfast as a home project.

Find interesting ways to prepare cereal and overcome dislikes by adding fruits, raisins, dates, grated orange rind, or make with milk.

## Content

Cheap source of energy.

Cost cooked v.s. prepared.

Principles of starch cookery.

Use of double boiler and wooden spoon.

General proportions.

Quantities of good cereal.

Eggs:

Food value.

Place in diet.

Use in cookery.

Buying and caring for eggs.

How to break an egg.

How to remove bits of shell.

Variations - soft cooked, poached, oven poached, scrambled, creamed, Shirred.

How to care for egg dishes.

### \*Griddle Cakes:

Ingredients.

Sifting flour.

Leavening agents.

Method of combining.

Handling pan-cake turner.

Cleaning of griddle and soaking of utensils containing flour mixture.

### \*Muffins:

Arrange ingredients and equipment in order of work.

## Suggestions and References

Reference: Foods and Home Management Recipes for Young Homemakers

Prepare bulletin board on egg cookery.

References: Foods and Home Management Chart, Department of Agriculture, Ottawa. Grades of Eggs, booklet, Buy by Grade, Department of Health and Public Welfare.

Show difference in hard cooked egg and hard boiled egg.

Have students prepare egg dish and serve with toast.

Evaluate.

Foods and Home Management.

Study griddle cake preparation.

Have students prepare griddle cakes. Serve with syrup. Discuss various accompaniments.

Discuss characteristics of standard product.\*



## Content

Method - use standard muffin method.

Oiling pans - use paper cups.

Oven temperature.

Placing of pans in oven.

Baking dishes which contain flour mixture.

Preparation and Serving of Breakfast.

Planning breakfast.

Same pattern for entire group.

Prepare market lists, and work plans.

Table setting - china, table linen, and decorations.

Serving - left hand service.

Duties of hostess and family members.

Prepare and serve complete breakfast.

## Suggestions and References

Set up picture or real example.

Demonstrate muffin method.

Discuss place of muffin in menu using food models to show use in meal.

Discuss how to serve and eat.

Have students prepare and serve muffins.

Evaluate - use score cards.

Set up suggested breakfast patterns from which one pattern is chosen such as:

(a) Cooked fresh fruit.  
Cooked cereal - milk.  
Toast - jam - cocoa.

(b) Stewed fruit.  
Egg dish, toast or muffins.  
Cocoa.

(c) Fresh citrus fruit.  
Griddle cakes - syrup.  
Cocoa.

Have students do mock service on preparation day.

Baxter, Justin and Rust - Our Food.

McDermott and Nicholas - Homemaking for Teenagers.

Jones and Burnham - Junior Homemaking.

Foods and Home Management.

Evaluate breakfast served.

\* Home Project: Prepare and serve Sunday breakfast at home.

## \* UNIT III - BAKING

1. Muffins - (a review if taken in Unit 2 - a different variety may be made here.)

Discuss different varieties.



## Content

## Suggestions and References

### 2. Simple cookies.

Ingredients.

Method.

Oven temperature

Kind of pan.

Test for doneness.

Cooling on racks.

Demonstrate drop cookies or ice-box cookies prepared by older girls.

Discuss choice of pan for baking such as: recipes are written for bright shiny pans. If using dark pans, lower temperature 25 degrees.

Use flat pans with no sides or invert cakes pans. High sides on pan make cookies brown too quickly on the bottom. Serve with beverage to a guest.

Discuss characteristics desired in biscuits.

Demonstrate how to make biscuits.

Show their place in menu using Dairy Council Food models.

Discuss how to serve and eat.

Discuss variations - drop tea biscuit.  
- coffee cake.  
- pinwheels.

Have students prepare tea biscuit. (Drop tea biscuits are suggested at this level.)

Evaluate and serve.

### 3. Tea Biscuit Dough - for mature students.

Value in diet.

Ingredients.

Principles of preparation.

Oven temperature.

Contrast biscuit method with muffin method.

## \* UNIT IV - SIMPLE ENTERTAINING

As a culminating project have students plan and serve refreshments to a group - mothers (on Mothers' Day) or to girls who will be taking home economics next year.

Include the study of courtesies needed for a social occasion.

Have students plan invitations.

Plan menu - simple cookies and beverage are suggested.

Divide duties among the class members for preparation, serving, and clean-up.

## \* UNIT V - HOLIDAY FOODS

1. Prepare foods for special occasions - Halloween, Christmas, and special parties. The following are suggested:
  - Ground-up fruit balls
  - Christmas cookies
  - Popcorn balls (cereal)
  - All-day suckers
2. Holiday breakfast if time permits.

Plan, prepare, and evaluate.

## SEWING FOR FIRST LEVEL (CONSTANT)

Time: 10 to 12 weeks.

General Objectives:

1. An interest in sewing.
2. Establishment of good work habits and basic sewing skills.
3. Appreciation of neat, well-made articles.
4. Satisfaction and enjoyment from sewing.

Objectives for First Level:

1. Learn to use the sewing machine and other sewing equipment.
2. Learn basic handsewing techniques.
3. Select suitable fabric.
4. Construct a simple but useful garment and other projects if time permits.
5. Establish good sewing habits.
6. Create interest in sewing.
7. Develop good grooming habits.

Minimum Achievements for First Level

1. Proper use of needle, thimble, seam gauge, pins, cutting shears, and iron.
2. Handsewing - making of knots, basting, hemming, and overhanding.
3. Sewing on buttons, dome fasteners, hooks and eyes and worked buttonholes.
4. Ability to measure, pin, fold, and cut with the assistance of the teacher.
5. Use of sewing machine and knowledge of names of main parts:
  - a. Threading.
  - b. Winding bobbin.
  - c. Regulation of stitch.
  - d. Straight stitching and in the right direction.
6. Gathering.
7. Plain seam - stressing  $5/8$ " seam allowance.
8. Construction of simple garment such as an apron.

\* 9. These to be taught only if needed:

- a. Overcasting.
- b. Bias binding and facing.
- c. False French seams.

\* Suggested Additional Sewing: A simple skirt (dirndl type - not fitted) or bib for apron.

## UNIT I - HANDSEWING TECHNIQUES

### Content

Benefits and satisfaction that can be derived from sewing.

Selection of equipment for hand-sewing.

Basting, running, hemming and overhanding stitches, making knots, worked buttonhole.

Handsewing skills such as: use of gauge, tape measure, thimble.

Direction of work - right to left.

### Suggestions and References

Discuss why every girl will probably need to know how to sew at sometime in her life or why sewing can be fun.

Develop a list of sewing equipment each student must include in her sewing box.

Mariska Karasz - See and Sew

Have students make samples.

Edith Paul - Sewing is Fun

Suggested articles to make:

- a. Wrist pin cushion,  
Jan Chapman - Girls' Book of Sewing
- b. Head square.  
Jane Chapman - Girls' Book of Sewing
- c. Hand towel.

## UNIT II - MACHINE SEWING

Treading of machine and winding bobbin.

Names and functions of main parts.

Guiding fabric.

Turning corners.

Wall Charts - Singers.

Have students practice operating machine (1) first without thread, and (2) with fabric which will show stitching. Do not use paper so students learn to handle fabric.

Have students practice threading machines.



Have students do simple projects on firm, woven cotton fabrics using straight machine stitching. Projects should be quickly completed and should be such that can be used or worn.

Suggested projects are:

- a. TV slippers from wash cloths.
- b. Laundry bag.
- c. Draw-string tote bag. Practice buttonholes.
- d. Potholder.

### UNIT III - GARMENT CONSTRUCTION

#### Content

Class discussion of articles to be made.

Garment should be easy to make and should suit an intended purpose, such as a cooking apron.

Choice of Fabric.

Color.

Firmly woven, economical, and of suitable width.

Construction of garment.

#### Suggestions and References

Have completed garment made by teacher on display.

The garment must be simple so that a commercial pattern is not necessary.

Suggested projects: (Choose one)

- a. Cooking apron with gathering, pocket and simple waistband.  
Edith Paul - Sewing is Fun  
Instructions from Clothing Specialists, Missouri Agriculture Extension Service, Columbia, Missouri. (free)
- b. Drawstring apron.  
Jane Chapman - Girls' Book of Sewing
- c. Apron with upressed pleats.

Have on display suitable cotton fabrics for aprons.

Discuss qualities of cotton fabrics, use, cost, wearing, and laundering qualities. Students start a collection of cotton fabrics - mounting small swatches in their notebooks. Label each sample. Note: Stress neat, artistic arrangement of samples, fastened only at one end.



## Content

Meaning of common terms - selvedge, grain, warp, woof, on fold, and trimming.

Students cut under teacher's guidance.

Develop work plan - steps in construction such as:

1. Pocket.
2. Gathering. To prevent thread from breaking, use silk thread, buttonhole or cotton thread, size 30.
3. Simple waistband and ties. To be completed quickly and easily.
4. Hand Hemming. To gain practice in hand hemming.

Evaluation.

## Suggestions and References

Illustrate these common terms with a piece of fabric preferably a size students will be using.

Explain and demonstrate how to measure and cut out fabric for apron.

Have available a sample apron showing the steps in construction with accompanying direction for students to read and follow in preparing apron.

Have students embroider initials on pocket for easy identification.

Evaluate with students the completed project so as to help them learn and improve as they progress.

## UNIT IV - CARE OF CLOTHING

Importance of clothing to personal appearance.

Clothing appropriate to occasion.

Necessity for cleanliness and neatness.

Discuss activities of class, and how to dress for each.

Discuss care of these clothing.

Demonstrate laundering and ironing of finished apron.

Have students wash and iron aprons.

## \*UNIT V - ADDITIONAL SEWING

If time permits, or if more challenging learnings are needed for experienced pupils, a second garment is suggested. This garment should be an easy-to-sew garment with few pieces.

Skirt construction such as:

Measurements needed and how to take.

Suggested projects: (Choose one)

## Content

Choice of suitable fabrics.

Preparation of fabric.

Preparation of pattern.

Layout - pinning - grain.

Cutting - notches.

Marking.

Gathering or pleats.

Seams - 5/8" allowance.

Suitable seam finish.

Placket finish.

Zipper (Senior level).

Applying waistband.

Sewing on fasteners.

Suitable hem finish.

Evaluation.

## Suggestions and References

a. Simple gathered skirt.

b. Bib for apron.

c. Skirt with unpressed pleats.

Demonstrate each construction process using a real garment or illustrative material.

Sewing Secrets - (leaflets 1-24, 5¢ each) Educational Department  
J. & P. Coats (Canada) Limited, Box  
519, Montreal.

Practice doing a placket using machine basting.

Practice applying zipper to a piece of cotton.

Evaluate using score cards.

## HOME CARE FOR FIRST LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

### General Objectives:

1. Desirable work habits and housekeeping skills.
2. Appreciation of neatness and cleanliness.

## UNIT I - LAUNDRY AND STAIN REMOVAL

How to launder cotton.

Sorting.

Have students wash and iron:

- (1) Their aprons.

## Content

Stain removal; egg, fruit, 'cocoa, tea, and coffee.

Soaking.

Washing:

- a. Correct amount of soap.
- b. Bleaching - natural, commercial.
- c. Rinsing.
- d. Blueing.
- e. Starching.
- f. Hanging.

Ironing:

- a. Sprinkling.
- b. Care of iron.
- c. Folding correctly.

## Suggestions and References

(2) Iron embroidery.

(3) Iron a place mat. Iron and fold serviette or napkin correctly.

(4) Do class laundry. Fold tea towels neatly instead of ironing to save time.

Have students learn how to care for washing machine and sinks.

Read directions for correct amounts to use.

Read directions for correct amounts to use.

Lewis, Burns, Segner - Housing and Home Management.

## UNIT II - CARE OF THE HOME

Care of simple equipment:

Silver.

Aluminum - removal of stains.

Chromium.

Porcelain.

Mirrors.

Painted woodwork.

Work surfaces.

Care of refrigerator.

Tidying up and wiping only.

Care of range.

Surface cleaning only.

Discuss housekeeping needed in department.

Have students do housekeeping as required.

Have students do worksheets on any areas not covered by practical housekeeping.

Baxter, Justin and Rust - Our Home and Family, Chapter 3.

Weiland - At Work in the Kitchen.

Home Project: students may do cleaning as a home project for further practice.



## HOME RELATED ARTS AND CRAFTS FOR FIRST LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

### General Objectives:

1. Development of an interest in handicrafts.
2. Leisure time activities.
3. Satisfaction from making useful and attractive articles.
4. Development of an awareness of good design.
5. Simple decorative stitches.

Projects are chosen with guidance from the teacher with attention to principles of good design, color schemes, and suitable materials. These are to be started at school and can be finished at home. The teacher would check these from time to time.

### UNIT I - DECORATIVE STITCHERY

#### Content

Students learn at least two simple embroidery stitches from the following; outline, chain, running stitch, cross-stitch.

#### Suggestions and References

Choose projects which can be completed in a short time.

Suggested are:

Felt Needlecase. Edith Paul - Sewing is Fun, p. 14.

Book Cover. Sewing is Fun, p. 26.

Tray Cloth. Sewing is Fun, p. 39.

Head Scarf. Jane Chapman - Girl's Book of Sewing, p. 8.

Place Mats, Snackins. Girl's Book of Sewing, p. 24.

Bridge Cloth. Girl's Book of Sewing, p. 24.

Wall Charts, showing embroidery stitches (free) Educational Department, J. & P. Coats Ltd., Box 519, Montreal.

Note: Simple straight and curved designs developed by the student are recommended rather than the use of transfers.

### \* UNIT II - ADDITIONAL SUGGESTIONS

Learn two or three other

Have students make:

## Content

embroidery stitches.

Simple weaving.

Reed weaving.

Felt work.

Holiday decorations.

Knitting .

## Suggestions and References

Simple toys requiring few pieces.

Place mats made on speed-o-weave loom.

Cracker tray, basket for rolls.

Pinwheel pillow. Sewing is Fun, p. 46.

Arrangements for table for special occasions and holidays.

Cosy cap.

Ribbed bed slippers. Easy Lessons in Knitting, Patons and Baldwins Ltd., Toronto 10.

Rib-stitch hat. Learn-How Book, Coats & Clark, Inc.

## IMPROVING PERSONAL APPEARANCE FOR FIRST LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

Good grooming is taught incidentally to cooking and sewing, but if time permits it may be taken as a separate unit. The teacher should work in close co-operation with other teachers and the school nurse.

### General Objectives:

1. Skill in grooming practices.
2. Understanding of the relations between attractive appearance and good health.
3. Understanding the meaning and importance of good grooming.

## UNIT I - BECOMING AN ATTRACTIVE PERSON

### Content

Body care.

Posture.

Good Grooming.

- a. Cleanliness - bathing, clean lingerie, clean hose.

### Suggestions and References

Have attractive bulletin board on good grooming.

Practice walking, sitting, and standing correctly.

Discuss why and how to achieve an attractive appearance.

## Content

- b. Care of hair, combing, brushing, shampooing.
- c. Care of teeth. Regular visit to dentist. Brushing. Foods that help build teeth.
- d. Care of hands, and nails, manicure. How to stop biting nails.

Care of clothes.

How to shine shoes (demonstrate only).

Care of hose, sweaters.

Replacing fasteners.

How to be suitably dressed for all occasions.

Management.

Select and evaluate equipment needed for good grooming and care of clothes.

## Suggestions and References

Role-play daughter monopolizing bathroom, while other members wait their turn.

Have students check personal appearance.

Milk Foundation - As Others See You.  
National Dairy Council, Chicago 6, Illinois - My Reflections.

Giles - Susan Be Smooth, Book Society of Canada Ltd.

Harris, Tate and Anders - Everyday Living.

Hatcher and Andrews - Adventuring in Home Living, p. 59.

McDermott and Nicholas - Homemaking for Teenagers, p. 381-395.

Carson - How You Look and Dress.

Mildred Graves Ryan - Cues for You.

Discuss daily, weekly, and seasonal care of clothes.

Display articles needed for good grooming.

Discuss aids for taking care of clothes.

## PERSONAL RELATIONS FOR FIRST LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

### General Objectives:

1. Personal and social development.
2. The art of simple entertaining.
3. Development of self-reliance, co-operation, and tact.
4. Development of poise in social situations.



The hostess is in charge of the room. She sets out supplies needed, marks the girls on grooming, conduct, housekeeping, and work accomplished. It is also her responsibility to see that any guest is welcomed and taken care of. Class conference is called by the hostess at dismissal time. The hostess sees that the entire room is in order before class is dismissed.

### Content

Simple entertaining.

Values of entertaining.

Occasions for entertaining.

Party etiquette.

Setting tea table or tray for serving guests.

Preparing simple accompaniments.  
(May be taken as a review if studied in cooking.)

Responsibilities of hostess and guests.

Learning to do the right thing.

Making introductions.  
Being courteous.  
Taking part in conversation.  
Being trustworthy.

Prepare tea tray.

Serve guests.

### Suggestions and References

Discuss the importance of friendliness and hospitality.

Develop suggestions for what to do in such situations as:

- a. Special occasions.
- b. Unexpected guests.

See and discuss film "Party Etiquette".

Practice preparing and serving simple refreshments such as:

Toast - variations.  
Muffins.  
Sandwiches for tea. (For mature students)  
Cookies.

Have students add new recipes to school recipe file.

Practice courtesies as occasions demand.

Have students serve - mothers, teachers, principal or other guests who may be at the school.

\* Home Project: Students help at home when mother entertains.

### SAFETY AND GOOD MANAGEMENT FOR FIRST LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

Note: This unit is suggested as an introductory unit for a beginning class. It is used to orient students with the laboratory, and with principles of good

management stressing safety practices.

The first practical lesson could be a combination of good management and safety. Students might do mock food preparation observing all safety practices.

A lesson on measuring dry and liquid foods could be included.

General Objectives:

1. Practice safe work habits at school and home.
2. Appreciate order and neatness and pride in the appearance of kitchen and home.
3. Develop ability to manage time and energy efficiently.
4. Select and use appropriate equipment for a job.
5. Organize work areas and keep them orderly while working.
6. Recognize and remove hazards in the home and school.
7. Increase personal responsibility in school and home safety.
8. Create an awareness of the need for safety in daily living.

UNIT I - GETTING TO KNOW OUR DEPARTMENT BETTER

<u>Content</u>	<u>Suggestions and References</u>
Getting acquainted with the home economics department.	Take the students on a tour of the kitchens and the rest of the rooms.
Organization.	Have students examine as the teacher explains the organization:
Equipment.	<ol style="list-style-type: none"><li>1. Arrangement of equipment and why so placed. Consider storage principles which are used.</li></ol> <p>Everything in its place, and each one in group is responsible for its care and storage. Students should have utensils checked by the hostess before storing them.</p> <p>Plan for easy identification and storage.</p> <p>Further Suggestions:</p> <ol style="list-style-type: none"><li>a. Use different colors for equipment for each kitchen.</li><li>b. Draw diagrams in shape of equipment where it is stored and cover bottom of drawer with wax paper, plastic, or saran wrap.</li><li>c. In each kitchen, place poster showing where equipment is stored.</li></ol>

## Content

## Suggestions and References

### 2. Practices concerning use of equipment.

Learn proper names of equipment.

The importance of using the right tool for the job.

## UNIT II - PERSONAL APPEARANCE IN THE LABORATORY

Personal appearance in the laboratory.

Develop with students the kind of clothes to wear such as: trim fitting clothes preferably with short sleeves. (no jeans or slacks.)

Standards for appearance.

Discuss safe clothing to wear while working in the kitchen.

Avoid woolen garments as they absorb odors.

Open cardigans are a hazard.

Avoid dangling necklaces and bracelets.

Wear suitable clean apron to protect clothes. No plastic aprons.

Hair should be held back. Avoid long dangling hair.

Hands and nails should be clean.

## UNIT III - PRINCIPLES OF GOOD MANAGEMENT

Principles of good storage and arrangement:

Illustrate how principles are applied in the kitchens.

Place equipment and supplies at point of first use.

Place equipment and supplies within easy reach.

Equipment and supplies used together should be placed near each other.

Demonstrate how to arrange equipment and supplies for preparing certain foods.

Arrange equipment and supplies so they are easy to grasp and use.

Have students practice arranging equipment and supplies in order of use applying principles learned.

Arrange equipment and supplies in order of use when organizing work areas before beginning to work.

Keep work areas clean and tidy.

Discuss use of service tray.



## Content

Work from right to left unless left handed.

Use stepstool for easy reaching.

## Suggestions and References

Discuss each performance.

Suggest improvements. Re-do if necessary.

### UNIT IV - SAFETY IN THE HOME

Each year accidents take a heavy toll of lives. As many accidents occur in homes as on highways. The kitchen is the most dangerous room in the house. Accidents do not just happen. They are caused. Good management and tidiness are a real aid to safety.

Accidents.

Discuss accidents. Find out causes of accidents in students own age group.

How caused.

How could accidents be prevented. List hazards in home, school, and community that cause accidents. Prepare a bulletin board with one or two striking safety cartoons.

Prevention.

Compose jingles emphasizing safe practices. "A holder for the pot keeps your hands from getting hot." Students check homes by a Safety Check Sheet.

Films: Safety in the Home.  
Safety in the Kitchen.

#### Observing Safety Practices:

##### 1. At food preparation center.

Danger of grease and water, and peelings on the floor may cause slipping.

Safe methods of using knives;

- a. direction in using.
- b. storing
- c. washing - avoid putting knives in dishwater with other dishes. Wash one at a time, picking each up by the handle.

Prepare a large flannel-board chart with simple house plan marked in black.

Place nine red arrows showing points in the home where accidents most often happen.

Develop with students a list of safety practices at each work area such as: cutting, slicing, peeling, and scraping.

Demonstrate how to do each correctly.

## Content

- d. Never cut against your hand.

Learn to open cans safely. Never use a knife to open a can.

Method of holding electrical cords.

Use and care of electrical cords. Prevention of electric shocks by using dry hands. Water is an excellent conductor of electricity.

- 2. At cooking and serving center. Get into habit of closing doors in cupboards before bending to remove utensils from below. Sliding doors prevent bumped heads.

Turn all handles of pans to the back of range.

Remove lids carefully from hot foods as steam escapes rapidly when lid is removed.

Protect hands with pot holder when moving hot utensils.

Slide oven rack out first when removing utensils from oven.

Keep head away from oven.

Close oven door as soon as food is removed.

Use wooden spoon at the stove.

Use great care when cooking with fat. Do not overheat. Guard against splashes.

Use precautions when lighting and regulating gas range units and oven. Notice whether gas is turned off before lighting. Light match first.

Keep matches in a tin box and away from children. Strike matches away from you.

## Suggestions and References

Have students practice or go through motions of preparing assigned foods with emphasis on safety.

Discuss methods used and suggest how these can be improved.

Demonstrate these safety practices when performing mock food preparations.

Students might prepare charts to post near each work area giving safety precautions or reminders.

## Content

Keep inflammable materials away from heating unit - pot-holders, recipes, etc.

### 3. At the sink.

Wash dishes, cutlery, and other tools safely.

Pick up broken glass from sink or floor with ball of moist cotton.

### 4. In the laundry.

Cleaning fluids - poisonous and inflammable.

Hot liquids and bleaches are hazardous.

Learn to lift correctly.

### 5. In the living room.

Rugs should be firmly on the floor to prevent falls.

Use a screen in front of an open fire.

Arrange furniture so it is easy to move safely from place to place.

Place electric cords safely so as to prevent danger from fire and falling.

### 6. In the hall and stairway.

Keep stairways clear of all objects. Falls on stairs are especially dangerous.

Good light is essential for safety. Three-way switch is best for a stairway.

### 7. In the bedroom.

Get up so as to have plenty of time to get to school. Hurry and nervous tension are two

## Suggestions and References

Keep all bottles out of reach of children and keep all cleaning materials carefully labelled.

Check living room for hazards.



## Content

enemies of safe living.

A light near the bed, and well-arranged furniture add to the safety of the bedroom.

### 8. In the bathroom.

Keep all medicines carefully labelled and out of children's reach.

### 9. At the sewing machine.

Precautions when using sharp tools. Scissors - hold points of scissors closed and toward yourself when handing them to anyone.

Keep pins and needles in your in your pincushion. Never hold pins or needles in your mouth.

Proper use and care of irons. Never leave iron heating when you go to do something else.

Use of thimble to prevent punctures

Keep fingers away from needle when sewing.

### 10. Taking precautions against fire.

a. At school.

b. Inside house.

c. Outside house.

d. Special seasons of the year.

## Suggestions and References

Demonstrate how:

1. to operate and use a machine safely.
2. to use small equipment safely.

Discuss procedure and conduct during fire drill.

Invite fire-marshal to give talk during fire prevention week and demonstrate how to use fire extinguishers.

\*Home Project: Students check homes for hazards.



## OUTLINE OF LEVEL TWO COURSE OF STUDIES

### INTRODUCTION

The level two course in home economics should be an expansion of level one course and serve in turn as a foundation for the basic skills for level three. It should be as practical as possible and should correlate in every feasible way with home life, and with other related subjects on the curriculum, such as health, science, art and mathematics.

The goal should be the development of the girl, stressing particularly self-reliance and responsibility, and a knowledge of the skills and abilities which will make her better able to shoulder responsibilities in the home. It is important that procedures learned at school should be practiced at home. Basic skills in cooking, sewing, grooming, housekeeping methods, table setting and table service should be taught and then be applied at every opportunity both at home and at school. Always keep in mind, however, that efficiency in the basic skills is not an end in itself, but a means towards better and happier living for the men and women of tomorrow.

N.B. The following outline contains more activities than any one class can complete. It is meant to serve as a guide to the individual teacher whose choice will be guided by the needs, desires, abilities, and experiences of the girls themselves, and by their home environment. It is recommended that four electives should be chosen.

N.B. Particular emphasis should be placed upon the prevention of accidents in the home and in the classroom caused especially by carelessness in handling kitchen tools and equipment.

If the recommended minimum time allocation (four periods per week) is not available, fewer phases should be offered. If all grades do not receive instruction, the constants should be taken before selecting any electives.

Students are "doers" rather than "discussers" in early adolescence. Discussion periods should be short, therefore, in the junior high classes.

### REFERENCES FOR SECOND LEVEL

#### Food

Department of Education, B.C. - Foods and Home Management.  
Weiland - At Work in the Kitchen, Van Nostrand Co.

#### Home Care

Ahern - The Way We Wash Our Clothes.  
Baxter, Justin and Rust - Today's Home Living, Longmans, Green & Co.  
Greer - Your Home and You, MacMillan Co.  
Balderston - Housekeeping Handbook, Longmans, Green & Co.  
Silver and Ryan - Foundation for Living, Ryerson Press.



## First Aid and Home Care Of The Sick

St. John's Ambulance - Home Nursing.  
Canadian Red Cross Book.

## Learning to Care For Children

Alberta Safety Council - Baby Sitting Safety Course.  
Marion Lowndes - Manual for Babysitters, McClelland Ltd.

## Personal Relations

Hatcher and Andrews - Adventuring in Home Living (Book I), Copp Clark Co.  
Laitem and Miller - Experiences in Homemaking, Ginn & Co.  
Manners Made Easy, McGraw Hill Co.  
Allan and Briggs - Mind Your Manners, Longmans, Green & Co.  
Binny et al - Homemaking for Young Canadians, Dent & Sons.

## Home Related Arts and Crafts

Six Easy Knitting Lessons, Paton and Baldwins Ltd.

## General Reference

Greer and Gibbs - Your Home and You.  
Binnie, et al - Homemaking for Young Canadians.

## FOOD AND HEALTH FOR SECOND LEVEL (CONSTANT)

Time: 10 to 12 weeks.

The Lunch:

The School Lunch; The Lunch prepared at Home; The Picnic Lunch; The T.V. Lunch.

## General Objectives:

1. Understanding of daily food requirements ( Canada's Food Rules) with special view to lunch needs.
2. Establishment of good food habits.
3. Development of desire to help prepare family meals.
4. Reading of recipes and understanding directions.
5. Appropriate table and tray service and etiquette for the meal prepared.
6. Desirable work habits.

N.B. Before the teacher chooses the luncheon foods to be taught at Level Two, she will want to check the units that have been taught at Level One, and check the outline for Level Three, so there is continuity in the program without overlapping; especially so, if the course is being offered at all three levels in the school.

## Minimum Achievements:

Pretests and/or checklists given at the beginning of the unit are valuable to establish needed learnings. These could be given again at the end of the unit as an evaluation of progress.

Evaluation by the girls themselves and by the reports from mothers to the teacher should indicate to what extent there have been changed attitudes and practices at home in relation to:

- a. Better food choices.
- b. Improved health and disposition, at least in some cases.
- c. Increased ability to be self-reliant and to take responsibility!
- d. Increased ability to be efficient and useful.
- e. A feeling of satisfaction that comes from worthwhile accomplishment.

#### Specific Minimum Achievements:

1. The preparation of luncheon foods. In food preparation classes, stress:
  - a. The importance of level accurate measurements.
  - b. The importance of reading recipes accurately, and following directions carefully.
  - c. The practice of good housekeeping.
  - d. Good standard of products as a goal toward which to work.
  - e. Tests to determine if foods are cooked.
  - f. Table setting and service. Teach left-hand service.
2. Girls in groups of two, three or four will prepare a luncheon suitable to serve at home. Foods chosen for lunch are those previously practiced in the classroom. Many girls may wish to do a home project. In this case, part of the meal may be prepared at home, and served as part of the luncheon. This may be particularly desirable when the preparation period is short. If there is insufficient time to prepare the whole meal, part of the meal may be prepared; the remainder of the meal should be illustrated by food models. The cleaning of the kitchen and dining area after serving the meal, should be part of the project. A guest may be invited to the meal. Each student should have an opportunity to be a guest so she may gain experience in a social situation as a guest. Students may also evaluate the preparation and serving of the luncheon.
3. For purposes of evaluation and comparison, it is desirable that all kitchens prepare the same basic foods. At least two students should prepare the same food so they may be compared.

### UNIT I - THE SCHOOL LUNCH

<u>Content</u>	<u>Suggestions and References</u>
Daily food requirements (Canada's Food Rules) with special consideration of day's energy needs.	Review food nutrients - carbohydrates, protein, fat, and how they are used in the body.
Introduce minerals and vitamins found in vegetables and fruits.	
The packed lunch.	Discuss: a. why a good school lunch is important. b. what is a good packed lunch.  Demonstrate the packing of a school lunch.

## Content

The advantage of having a hot dish or beverage at school.

Vitamins and minerals found in fruits and vegetables.

Other nutrients found in fruit and vegetables.

How to choose a good lunch from a school cafeteria or restaurant.

## Suggestions and References

Discuss: a. suitable containers.  
b. good packing methods.  
c. packing a lunch attractively.  
d. disposal of wrappings.

Demonstrate and practice making suitable soups that might be included in the lunch box or served as the hot dish at school.

- Prepare salads, raw fruits and vegetables.
- Stress choice of one kind of salad suitable for carrying to school.
- Prepare dessert - milk puddings, cookies and simple cakes which will pack well.
- Discuss the selection of foods at the school cafeteria or restaurant.
- Set up a cafeteria counter with food models. Students choose a good lunch.
- Have a lunch judging contest. Display four lunches using food models. Students rate the lunches.
- Make posters for the lunchroom (if one is available).
- Write an article on school lunches that might be published in your school paper.
- Take pictures of the lunches prepared by the students. Select lunch which is most nutritious with variety of texture, color, shape, and temperature.

## UNIT II - THE LUNCH OR SUPPER PREPARED AT HOME

Lunch or supper pattern.

1. Milk and cheese main dishes.

Smooth white sauce.

Uses of thin, medium and thick white sauces.

How to serve creamed foods on toast triangles, in toast cups or on tea biscuits.

Discuss the light meal of the day.

- Demonstrate how to make a cream sauce. Teach the melted fat method.
- Prepare a cream soup and accompaniment.
- Have students prepare a creamed food such as creamed salmon, peas, left-over poultry, curried eggs.



## Content

Review of milk - level one.  
Cheese as an alternate for  
milk - nutrients, care in  
cooking, how to store.

### 2. Hot main dishes for lunch.

How to cook rice, macaroni,  
and other cereal foods used  
in luncheon main dishes.

Steamed rice and noodles may  
be used as a base for creamed  
foods.

### 3. Egg main dishes.

Review egg cookery from  
level one.

Prepare egg dish if required.

## Suggestions and References

- Have students prepare scalloped potatoes and casseroles, e.g., macaroni and cheese.
- Plan a luncheon menu or a supper menu.

Some suggested combinations might be:

- a. Cream soup and accompaniment, (croutons bread sticks, etc.) dessert, beverage.
- b. Scalloped dish, biscuit, corn-starch dessert, beverage.
- c. Soup (other than cream soup) sandwich, fruit dessert, milk beverage.

Have students prepare one of these or another luncheon dish:

- a. Spanish rice, macaroni and tomatoes, chili con carne.
- b. Main dish soups with meat and vegetables.
- c. The use of canned soups. (Why, when and how combined with other foods.)

Plan a luncheon menu including the food they prepared:

- a. Casserole or main dish salad, milk.
- b. Casserole or main dish, corn-starch or custard dessert, beverage.

Have students prepare scrambled eggs, creamy eggs, creamy egg and cheese, on toast or in toast cups, poached eggs on toast, devilled eggs served with potato salad.

Plan a luncheon of which food prepared is part of meal.

## UNIT III - SALAD

### 1. Accompaniment salad.

Demonstrate salad making. Have students practice making an accompaniment salad,

## Content

- How to make an accompaniment salad.
- Stress the importance of fresh, crisp, cool foods for attractive nutritious salads.
- Care of salad greens. If salads are to be carried on a picnic, the dressing should be kept separate from the salad and mixed just before serving. If potato salad is to be carried on a picnic, it should be kept cool.

Note: Potato salad is not classed as an accompaniment salad - nor as a main course salad, If it is served as a main course salad, it should be served with meat, eggs, or cheese.

### 2. Main luncheon salad.

## Suggestions and References

e.g., cabbage, carrot, lettuce and tomato.

Have students plan a meal of which salad is part.

Demonstrate preparation of a main luncheon salad. Then have students practice a main dish salad such as:

- a. Egg.
- b. Macaroni.
- c. Potato.
- d. Salmon.

Plan menu of which salad prepared is a part.

## UNIT IV - DESSERTS

The dessert is chosen to complete the meal.

1. How to make custards - temperature - (Baked custard may be baked in a 425° F oven in a custard cup in a pan of hot water for twelve minutes.)
  - Why a low temperature is usually recommended for cooking milk and egg dishes.
  - Care of milk desserts after baking. Why milk desserts should be refrigerated.
  - Use of cornstarch.

Have students make baked and steamed custards.

- Floating island pudding.
- Soft custard sauce to be served on desserts.

## Content

2. How to make milk puddings.  
(See dessert suggestions for Level Three outline.)
3. Fruit desserts. Pupils should learn how to choose and prepare fruit for a fruit cup, e.g., oranges. Review fruits of Level One.
4. How to make biscuit or cake desserts.

## Suggestions and References

Have students make rice pudding and cornstarch pudding.

Have students prepare:

- a. a fruit whip,
- or b. a fruit cup,
- or c. a rhubarb or apple crisp.

Pupils should make one of: shortcake, upside-down cake, batter pudding, cottage pudding with lemon sauce, Dutch apple cake. At least two students should use the same recipe to assist in evaluation.

## UNIT V - BAKING

1. How to make a plain butter cake or chocolate cake or chocolate chip or spice cake.  
  
OR
2. Simple cookies, oatmeal, peanut butter, butter valls, ginger cookies, Chinese chews, Christmas refrigerator cookies.
3. How to make baking powder biscuits.

Have students make one of these cakes. These may be baked in baking cups and iced with a plain butter icing if class has a short period. At least two girls should make the same for evaluation.

Cup cakes might be used as a refreshment; a. for a party.  
b. for a fashion show.

This might be developed as a Christmas baking unit.

- Cookies may be gift wrapped and given to someone who had done something for the home economics classes.
- Cookies may be served as a refreshment with a fruit juice beverage for a class party.

Make baking powder biscuits. If baking powder biscuits have been made previously, they may be used as a base for a creamed luncheon dish or dessert such as a short cake, apple dumplings, Dutch apple cake, or mince meat roly poly.



## Content

## Suggestions and References

Note: Cookies and cakes (baked as cup cakes) may be made and served as refreshments for the hostess's afternoon tea.

\* Variations of baking powder biscuits may be made by repeaters;

- a. Orange, marmalade, butterscotch, cinnamon or streussel as refreshments for hostess.
- b. Cheese biscuits as salad accompaniment.

### Enrichment References:

Betty Crocker's Party Book  
Betty Crocker's Good and Easy Cook Book.  
Betty Crocker's Cook Book for Boys and Girls

### \* Suggested Home Projects:

1. Students bring to school a packed school lunch they have prepared at home. Evaluate or use a score card.
2. Students practice baking at home what they have learned at school. Students bring sample to school to be evaluated.

## SEWING FOR SECOND LEVEL (CONSTANT)

Time: 10 to 12 weeks.

### General Objectives:

1. Development of the ability to help choose clothes, Stress the importance of choosing clothing suitable and appropriate for the occasion.
2. Development of an appreciation of a well-constructed garment and good sewing skills.
3. Development of good sewing work habits.
4. The correct reading and use of commercial patterns.
5. Selection of good quality cotton fabrics considering (a) color; (b) design; (c) finishes.
6. Correct care of and use of the sewing machine. Stress oiling.

### Minimum Achievements for Level Two:

Selection of fabric for, and construction of, a simple, becoming garment.

Suggested projects are:

- a. Skirt - a full skirt with side seams.
- b. Blouse - with short straight sleeves; tailored or Peter Pan collar.
- or c. Duster with set-in sleeves and collar.

### Special Suggestions:

Garments made by students should be cotton or a firmly-woven rayon fabric. No plaids, one-way designs, napped fabrics nor satin-back fabrics should be allowed.

A letter written to the parents suggesting desirable fabrics and patterns is a help in getting the students to bring suitable fabrics.

The project or projects chosen will depend on the previous experience and ability of students. Students may complete more than one project if time permits. It is important the girls make a garment within their ability and one that they like.

The "Unit Plan Method" suggested in McCalls, Simplicity, and Advance pattern direction sheets may be used as a suggested plan to guide the teacher in the amount of work to be expected of the students in a class period.

Teachers may allow the students to do some work at home. She should, however, be certain the student is able to do the skill to be practiced at home. Basting and seam finishing are examples of work that might be done at home.

<u>Content</u>	<u>Suggestions and References</u>
1. Sewing samples to be made.	Have students make samples at least 6" x 4" large enough so the student can practice the correct method of holding. These should be mounted neatly, attractively and with only one end fastened down.
Students should learn:	Students make samples to show these finishes.
a. Seam finishes suitable for medium weight cottons.	- Selvedge edge snipped at an angle.
	- Pinked.
	- Pinked and stitched.
	- Overcast.
	- Turned and stitched (at the discretion of the teacher).
	- French seam (at the discretion of the teacher).
b. To put on markings with tailor's tacks.	Demonstrate, then have student make a sample of cut and uncut tailor tacks.
c. To do machine gathering.	Demonstrate, then have students make samples if they have not done so before. Teach two or three rows of gathering.
d. To make a straight dart.	Demonstrate, then have students make a sample if there is no dart in their garments. Tie knot and weave thread

## Content

e. To make a worked button-hole.

f. To make a woven darn.

### 2. Hand Sewing Techniques.

#### a. Basting.

- Pin basting for short straight seams.
- Even hand basting for curved seams.
- Uneven hand basting to mark center front and back if fabric does not hold crease.

#### b. Hand sewing finishes.

- Hand hemming continued from level one.
- Teach slip stitching.
- Teach catch stitching.

#### c. Review how to sew on buttons and snap fasteners.

#### d. Review the worked button-hole.

### 3. Sewing Machine Skills.

#### a. Review level one learnings on operating the sewing machine.

#### b. Care of the sewing machine.

## Suggestions and References

back into machine stitching. Do not back stitch the end of the dart.

See hand sewing techniques. Make worked buttonhole if not done before.

Sample may be made in unit on "Care of Clothing."

Check to see that these basting skills are used during the construction of the garment.

Have students practice these stitches on samples before putting on garment.

Have students apply on garment or on a sample if not needed in the garment.

Have students make a sample buttonhole if one is not needed on their garments. It may be introduced by working the buttonhole stitch over a factory-made buttonhole. A sample buttonhole should be made before putting a buttonhole in the garment. The buttonhole may be made in an inconspicuous place in the garment, e.g., at waist of a "tuck in" blouse. A machine-made buttonhole may be accepted on a garment.

Demonstrate. Then have students practice on small article, e.g., flags for physical education classes, health kits, tea towels, etc. Have students care for the sewing machine when completing the construction of garment.



## Content

- c. Learn how to replace the sewing machine needle.
- d. To use the buttonholer.  
(At the discretion of the teacher).

### 4. Learnings Included in Making of Project.

#### a. Choosing a pattern.

Simple patterns will have:

- few pieces.
- shaped facings.
- a neck opening with center seam, rather than a slashed opening.
- choose pattern from a reliable company.

Choose pattern right size and type - girls, sub-teens, teen, misses, junior.

Estimating amount of fabric required.

#### b. Preparation of Fabric.

- Choosing fabric - firm, durable, fabric becoming in texture to person and suitable to pattern, i.e., polished cotton is not suitable for a garment with set-in sleeves as it is difficult to ease in the fullness.
- Preparation of fabric for sewing - shrinking if necessary - straightening.

## Suggestions and References

Demonstrate and have students practice on fabric similar to that of garment. Stress placement of fabric before beginning buttonhole on garment.

Pupils choose patterns from the list suggested by the teacher. Teacher checks the amount of fabric required.

Demonstrate to students where and how to take measurements. Have each student keep a measurement chart and mark these several times during the year.

Have students work in threes. Measure partner under teacher's guidance. Third acts as a recorder. Measurements required for level two may include bust, waist, hips. "Shells" in various pattern types and sizes save fitting time.

Demonstrate with use of pattern envelope. Then have students practice determining amount of fabric needed.

Have students examine and discuss suitable fabrics. Fabric swatches should be available for reference.

Demonstrate straightening or trueing of fabric by tearing or/and by pulling a thread or by putting fabric on table to see if fabric is square with corners of table. Straighten polished cotton by cutting.

## Content

- c. Preparation of Pattern Fitting.
  - meaning of symbols.
  - selection of pattern pieces.
  - how to pin pleats, gathers, seams.
- d. Pattern fitting.
  - what to look for.
  - where to check.
- e. Pattern alteration - how to lengthen and shorten patterns.
- f. Laying pattern on the fabric.
- g. Marking the fabric.
- h. Assembling a garment by unit construction, following the "cut-and-sew" guide. Stress stay-stitching, directional stitching, and pressing.
- i. Pressing.

Importance of pressing with:

  - a. the grain.
  - b. the iron set at the right temperature.

## Suggestions and References

Have partners fit each other. When ready, have fitting checked by teacher. Record alterations needed.

Demonstrate alterations needed to the class. Teacher alters size of bust, waist and hips. Pupils make alterations required. All alterations are checked by the teacher.

Demonstrate the laying of the pattern on the fabric. A layout of the pattern on fabric may be put on the bulletin board for student reference. The teacher will need to check the student's pattern layout before cutting preferably twice--once at temporary layout and again at final layout.

Demonstrate various methods that can be used on different fabrics such as:

- Tailor's tacks.
- Tailor's chalk.
- Basting - pin or hand where necessary.
- Dressmaker's carbon and tracing wheel is not recommended.

Have students keep cut-and-sew guides in front of them at the beginning of the period. They should be able to explain (i) the step on which they are working, (ii) what they will be doing next.

Demonstrate each new step.

Skills and techniques learned will depend on project, e.g., putting a zipper in a skirt or sleeves in a blouse.

Teach students to press every seam before it is crossed by another.

Have students learn to press seams and darts in the right direction.

### Content

j. Putting up a hem.

### Suggestions and References

Have students learn to mark and finish a hem.

Front facing should be fastened back in position.

## FABRICS (ENRICHMENT MATERIAL FOR CLOTHING UNIT)

Note: Study this unit after the students have selected their fabrics and before they begin to sew. This unit may be included with clothing.

### Content

- Names of common cotton fabrics suitable for dresses, blouses, and skirts.
- How to recognize fabrics suitable for various styles, e.g., pleats, gathers.
- Care and laundry of cotton.
- Student should recognize plain, twill, and satin weave. Student should know terms - warp, weft, nap.
- The story of cotton.

### Suggestions and References

Have students collect 8 samples of cotton fabrics.

Mount them with attention to principles of good design. Only fasten one end of the sample to the paper. Trade name and weave should be given. Use should also be indicated.

Demonstrate laundry of cotton. Students may practice laundry of cottons. Special attention required for special finishes.

Display large samples of fabric at least one foot wide to show weaves, e.g., a piece of denim to illustrate plain weave. Let students use a magnifying glass.

Have reports on cotton or show film.

## CARE AND UPKEEP OF CLOTHING

See Unit II - "Learning to Look Your Best" if it is desirable to teach this material here.

### Content

- Care required for clothes for a well-groomed appearance.
- How to launder cotton garments.

### Suggestions and References

Make a check list of items on care of clothes that make for a well-groomed appearance.

Wash and mend cotton gloves.

Wash cotton blouse.

Demonstrate how to iron a simple blouse.

Launder a full skirt, if desired.



## FIRST AID FOR SECOND LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

### General Objectives:

1. Knowledge of how to treat accidents in and around the home.
2. Whom to call in time of an emergency.
3. Prevention of accidents with small children.

<u>Content</u>	<u>Suggestions and References</u>
How to treat:	Demonstration (preferably by school nurse) on treatment of these.
- fainting.	
- nose bleeds.	Have students practice treatment of each.
- simple burns.	
- cuts.	Prepare as Home Project a First Aid Kit.
- blisters.	Introduce unit with a film.
- bruises.	The St. John Ambulance First Aid Handbook free from:
- splinters.	Sun Life Assurance Company of Canada, 218 Sun Life Building, Montreal, Quebec.
- frost bites.	
Artificial respiration - mouth to mouth method.	Available from the Health Education Services, Department of Public Health, Room 125, Administration Building, Edmonton:
	a. Film - "That They May Live" (Order No. PHT 289).
	b. Leaflet - "Mouth to Mouth Resuscitation or Rescue Breathing" (free).

## HOME CARE FOR SECOND LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

Note: See Pages 5 - 7 for classroom housekeeping suggestions.

### General Objectives:

1. Development of an interest and a pride in a clean orderly home.
2. Housekeeping procedures and skills necessary for the maintenance of a clean orderly home.
3. Good housekeeping routines necessary for the maintenance of a desirable standard of living.

## UNIT I - CLEANING THE HOME

### Content

- The daily and weekly care of the home including;
- The review of housekeeping procedures learned at level one.
  - The care and cleaning of kitchen equipment and surfaces made of glass, metal and wood.
  - The cleaning of articles made from brass, copper and silver.
  - Care of the refrigerator and food containers.
  - How to defrost the refrigerator.
  - Care and thorough cleaning of the range, including the oven and broiler.

### Suggestions and References

- Do regular housekeeping of home economics room including;
- All articles and equipment found in the kitchen.
  - Collect labels of commercial bleaches, detergents, and soaps. Name the use of each.
  - Make a cleaning basket containing articles useful for keeping a house clean.
- Discuss. Then clean and defrost the refrigerator.
- Clean the range.

## UNIT II - LAUNDRY

Review how to do the family wash (level one).  
Stress presoaking to remove heavy soil, removal of stains before washing, using the right amount of soap, correct washing time, and adequate rinsing.

How to wash personal belongings:

- Review and discuss laundering of blouses, sweaters, lingerie, stockings and socks.
- Special care required for cottons, wools, synthetics.
- Soaps, detergents, bleaches, bluing and starches required for laundry of personal articles and the family wash.

Do school laundry.

Student launders:

- a. Hose or gloves.
  - b. Cotton blouse, skirt or dress.
- Collect washing instruction labels from ready made garments of cotton, wool and synthetics.
- Make a collection of labels of soaps, detergents, bleaches, bluing and starches used in laundry.

## Content

How to iron and press:

- How to iron a cotton blouse, skirt, or dress.
- How to press a wool blend or wool skirt.
- How to iron:
  - a. Table linens.
  - b. Lace.
  - c. Embroidery.
- Precautions taken in ironing, folding and storing household linens.
- Review the care of the iron.

## Suggestions and References

Have student iron a cotton blouse, skirt or dress.

Press a wool blend or wool skirt.

Each student

- a. A table cloth (screen fold).
- b. A place mat or serviette.
- c. An article trimmed with lace.
- d. An article trimmed with embroidery.

## UNIT III - STAIN REMOVAL

How to remove common stains - tea, cocoa, coffee, ink, blood, grease, milk, fruit juice, cream, gum, egg, wax, rust, mildew, scorch, grass, lipstick.

Classification of stain removers as:

- a. Solvents.
- b. Bleaches.
- c. Absorbents.

Effect of various stain removers on different fibres.

Remove stains as required in school laundry.

Relate stain removal to student's experience, and personal laundry.

Have students place samples of stained materials in their notebook if they have not had the experience of removing the stain from a garment.

A second sample may show the removal of the stain.

\* Suggested Home Projects:

- a. clean a room at home.
- b. clean brass, copper or silver articles at home.
- c. help with the family wash at home.
- e. make a cleaning basket containing cleaning equipment for the house.
- f. remove a stain from a garment.

Evaluation sheet signed by the parent should be brought to school for any of the projects suggested.

Note: The sections, "How to Wash Personal Belongings" and "How to Iron and Press", should be correlated with the clothing unit. It is desirable that the students learn to launder and press the garments they make.



## HOME CARE OF THE SICK FOR SECOND LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

Note: It is suggested that this unit be first discussed with the school nurse and the health teacher to decide which areas should be stressed in home economics classes.

### General Objectives:

1. Procedures to use in simple home care of the sick.

#### Content

Responsibilities that might be assumed by a junior high girl if her mother or a family member is ill.

Personal characteristics of a good nurse: clean, tidy, quiet, pleasing voice, calm and pleasant, self-reliant, trustworthy.

Duties of a home nurse.

- a. Making a bed--mitred corners, plaits in top sheet for comfort.
- b. Taking temperature.
  - Care of clinical thermometer.
- c. Taking pulse.
- d. Administering medicines.
  - a. See medicines are properly labelled.
  - b. Read labels twice before giving medicines.
  - c. Pour medicine from side away from the label.
  - d. Pour against the cork to prevent dripping.
  - e. Follow directions carefully.
- e. Choice and care of patient's room - bright and sunny, well ventilated, medicine bottles out of sight. Room near the bathroom. Suitable temperature, light and ventilation.
- f. Arrangement of a bedroom for an ill person.

#### Suggestions and References

Role-play - What you could do to help when your mother is sick?

e.g. Keep patient comfortable, tidy, prepare simple meals.

Develop characteristics of a good home nurse.

Demonstrate making a bed. Have students practice making a bed. One student acts as a patient, the other student as nurse. Plan and carry out a day's activities. This routine may be observed by school nurse and commented on by her.

Discuss why all unnecessary furniture, drapes, and rugs should be removed.

Use furniture cut outs to arrange a suitable bedroom for an ill person.

## Content

Making a bedroom attractive.

Helping a patient by preparing a tray.

Preparing food and making tray attractive.

- The tray should be attractive and colorful small servings prepared so as to be easily eaten.

## Suggestions and References

Consider:

- Bedside table.
- Garbage bag.
- Bell within reach of patient to call for assistance.
- Position of bed to windows for good light and ventilation.

Discuss care of cut flowers including:

- cutting stems everyday.
- changing water and removing faded blooms.
- removing flowers from the room each night to a cool place so blooms will last longer.

Suggestions for a bedtray.

- Table leaf over two pillows.
- Cardtable with the legs sawed off.
- Ironing board on stand.
- Corrugated cardboard box cut to form a bed tray.

Suggestions for a back rest.

- Chair turned so legs rest against the head of the bed.
- Pad the back with pillows.

Make a favour to place on a tray or make a surprise, e.g., picture pasted on bottom of glass for a child's tray.

Prepare a tray to serve to a sick person.

Foods chosen should be those prepared earlier by student when she was cooking.

- Milk and milk drinks.

## Content

## Suggestions and References

- Cream soups.
- Cocoa.
- Custards.
- Eggs - poached, creamy or soft-cooked.
- Cooked cereals.
- Junket.
- Milk or jello puddings.

### Teachers References:

"Home Nursing Manual" - Canadian Red Cross, Alberta Division, 1504 - 1 Street S.E., Calgary, Alberta. (35¢)

"Junior Home Nursing" - St. John's Ambulance, 110 Street and Jasper Avenue, Edmonton, Alberta. (25¢)



## HOME RELATED ARTS AND CRAFTS FOR SECOND LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

Crafts may be taught at the beginning of the year to the whole class and completed during the year in class when other assignments are finished. An alternative would be to allow the students to finish them at home as a home project. The project should be checked periodically by the teacher to meet a definite date line.

Note: Class time should be used for teaching the crafts in formal lessons. Crafts are included in the Art program. This unit should be discussed with the Art teacher to prevent overlapping of teaching.

### General Objectives:

1. Development of interest and skill in a craft that may make an enjoyable hobby.
2. Development of an appreciation for principles of good design.
3. Satisfaction from completing an attractive, useful article.

### Content

Knitting skills such as:

- a. How to cast stitches on and off, how to decrease and increase stitches.
- b. Knitting vocabulary and how to read patterns.
- c. Plain, purl, garter, stocking, ribbing stitches.
- \* Other craft suggestions that might supplement knitting if time permits are:
  - a. Flower arranging.
  - b. Holiday decorations, e.g., stress safety.
  - c. Reed weaving, e.g., bun basket,
  - d. Huck weaving.
  - e. Felt toys.
  - f. Gift wrapping.
  - g. More advanced stitchery.
  - h. Weaving on Weave-it-Loom.

### Suggestions and References

Demonstrate and then have student make sample of plain, purl, garter, stocking and ribbing stitch, casting on at least 20 stitches.

Have students complete one project, following knitting directions, e.g., bedroom slippers, scarf, baby booties, knitted collars or/and cuffs, cosy cap, knitted toy or doll.

Any craft article attempted should be small so that it can be completed quickly.

References: Patons and Baldwins Ltd.  
- Six Easy Knitting Lessons.

## LEARNING TO CARE FOR CHILDREN FOR SECOND LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

### General Objective:

Meeting the immediate needs of the students in caring for younger children.

Note: Suggested activities have been limited to those dealing with children of nursery and preschool age. Girls of this age level frequently are not mature enough to care for babies, and should not be given the full responsibility of caring for children only a year or two younger than themselves.

Students should have actual experience with children in this unit. Girls may wish to bring a younger brother or sister or neighbor's child to school. In other schools it may be more convenient to arrange to have primary school children visit the homemaking department.

There are more activities here than can possibly be covered. The activities and culmination should be chosen after the teacher has discovered the experience and interests of the students. Some suggested approaches to this unit are:

1. A questionnaire.
2. Question box.
3. Buzz session following a story or a film dealing with baby-sitting experience. (See Adventuring in Home Living, Book I.)

### Objectives:

1. Knowledge of the responsibility a junior high school girl should assume in caring for children.
2. Knowledge of behavior you may expect of pre-school children.
3. How to handle behavior problems that may arise when you babysit.
4. What care and help a pre-school child needs.
5. How to give this care and help to children.
6. An opportunity to experience the joy that comes from caring for children when you understand them.

### Content

1. How can I prepare to be a baby sitter.
  - Genuinely love children.
  - Cultivate qualities to which children respond:
    - a. kindness, calmness, friendliness, cheerfulness, politeness, and imagination.
    - b. a pleasant voice.

### Suggestions and References

Discuss with students "What can you do to gain the confidence of a strange child?"

Have a mother who hires a babysitter discuss "Qualities I look for in a Babysitter".

Make bulletin board "Are You a Good Babysitter?" or "Code for Baby Sitters."

Have students role-play situation when mother does not leave sufficient information.

## Content

- c. trying not to show annoyance.
  - Learn to understand children and get to know what you can expect of them at their age level.
- 2. Learn to Care for Children.
  - Routine care of children.
    - a. Encourage cleanliness habits:
      - Children wash before meals and after going to the toilet.
      - Children should be given a bath before going to bed.
    - \*b. How to help children dress themselves:
      - The kind of garments small children can put on by themselves.
      - How children should be dressed for different kinds of weather.
    - c. How to care for a child's toilet needs.
- 3. How to Prepare a Simple Meal or Snack.
  - Use Canada's Food Rules as a guide for children's meals to establish good eating habits.
  - The importance of children forming and establishing good eating habits.
  - Do not force a child to eat.
  - Do not be too fussy with a child's table manners.
  - Give children small servings.

## Suggestions and References

Conduct a panel discussion "What I Should Expect of Parents When I Babysit?"

Have children wash before lunch when they visit the home economics department.

Help primary children put on garments at recess and help them take off their clothing when they come in. Report to the class the kind of help needed to be given the children.

Note what styles of clothing seemed to be easier for children to manage by themselves.

Care for children when visiting the school.

Prepare and serve a lunch for a primary child. Suggested menus are:

- a. Cream soup, carrot sticks, fruit (sliced bananas, applesauce, prunes or canned fruit), and milk.

OR

- b. Egg (soft cooked, poached, or creamy egg on toast), milk pudding, cocoa or milk.

## Content

- Avoid very sweet, very sour, highly spiced foods, very cold or hot foods.

\* Sections marked with asterisk may be suitable for older classes only.

- Snacks - why milk and fruit drinks are preferable to candy, candy popcorn, gum, or soft drinks.
- Before meal time avoid exciting and strenuous exercise.

### 4. How to Administer First Aid.

Do not give medication unless instructed to do so by the parent.

Do not treat any accident or injury except minor burns, scratches, or cuts. If you are in doubt, telephone parent. If there is an emergency, telephone the doctor.

Consider what you would do for:

- Cuts and scratches.
- Animal bites.
- Objects in the nose or ears.
- Swallowed objects (including poisons).
- Head injuries (caused by falling).
- Burns and scalds.
- Broken bones.
- What if fire breaks out.

### 5. (a) How to put a child to bed, and how to help a child to go to sleep.

If you are babysitting, find out from the parent any special routine a child has:

## Suggestions and References

Prepare:

- Mid-morning or mid-afternoon snack for primary children. OR
- Refreshments for a party. Suggested menus are: sandwiches or cookies or graham wafers with cocoa or milk or a fruit drink.

Suitable cookies are peanut butter, rolled oat, or sugar cookies.

Role-play or demonstrate treatment for accidents. (Note: If First Aid is taken, this would be a review only.)

Home Project:

- Check your home for safety hazards.
- Report to class any hazards you are able to remove.

Read babysitting experiences, e.g., A Manual for Babysitters. Then have class suggest solutions to problem.



## Content

- a. Does he have a toy he wishes to take to bed with him?
- b. Does he have a night light turned on?
- c. Does he listen to a story?
- d. Does he say his prayers?

(b) How to handle a child who does not want to go to bed.

- a. Undress the child early.
- b. Tidy the room, turn down the bed.
- c. Feed child early.
- d. Do not play any exciting game.

## 6. How to Entertain Young Children.

- a. Songs and singing games children enjoy.

- b. Records small children enjoy.
- c. Stories small children enjoy.

What is a good story?

- It is short.
- It is not frightening.
- Has repetition.
- Is full of action.

If a story book is to be looked at by a young child, it should be:

- Printed in large type.
- Be well illustrated.
- Be durable.

When you read a story, read it slowly and with expression.

A good story teller should use expression in his face and voice.

## 7. How to Guide Children's Play Activities.

- Games suitable to children of different ages.

## Suggestions and References

Role-play - how to handle a child who doesn't want to go to bed.

Make a list of songs and singing games suitable to take with you when you babysit.

Learn some familiar songs and singing games.

Make a list of records young children might enjoy.

Report on stories students have found younger children enjoy, e.g., Cinderella, Red Riding Hood, Winnie the Pooh, The Wonderful Wizard of Oz, Peter Rabbit, Little Black Sambo, The Sleeping Beauty, and The Three Bears.

Make a list of games suited to three or four-year olds and those ready to start school.

## Content

- Different kinds of games.
  - a. active games.
  - b. quick games.
  - c. outdoor games.
  - d. indoor games.

### Qualities of good toy.

- Child should be able to do something more with it beside look at it.
- It should promote development of the child.
- It is durable.
- The toy should be safe with no sharp edges or points.

## Suggestions and References

Make a list of each of the different kinds of games.

Learn to play any that are unfamiliar to the student.

Make a "play kit" that can be left in the homemaking department for the use of young visitors.

Make a list of games you can play using the play kit you have made.

Girl may make a knitted, crocheted, cloth or oilcloth toy. Toys should be washed. Stuffed with nylon stockings.

Discuss home made toys that children like.

Make a bulletin board "Kitchen Tools Can be Fun".

Make a "play kit" you may take with you when you care for children.

### \* Suggested Home Projects:

- a. Prepare and serve a meal or snack for a younger child. If the student prepares a meal for the family at home, the food served should be suitable for the children.
- b. Student takes younger child on a picnic.
- c. Student helps to plan birthday party for younger child.
- d. Student reports on babysitting experience.

Note: Student completes evaluation sheet, signed by an adult for each of the above activities.

Suggested references:

Alberta Safety Council, Baby Sitting  
Safety Course.

Greer and Gibbs, Your Home and You.

Laitem and Miller, Experiences in Homemaking.

Lowndes, Manual for Baby-sitters.

Metropolitan Life Insurance Company,  
A Formula for Child Safety.

Teacher's References:

Department of National Health and Wel-  
fare, Ottawa, Ontario, Up the Years from  
One to Six.

Spock, The Pocket Book of Baby and Child  
Care.

## LEARNING TO LOOK YOUR BEST FOR SECOND LEVEL ( ELECTIVE)

Time: 2 to 3 weeks.

The content material of this unit is basic. Some of this subject matter may be taught with clothing. It may also be taught to the whole class in a series of single periods at the beginning of class sessions, instead of as a separate unit.

### General Objectives:

1. Development within the student of a healthy interest in personal appearance.
2. Recognition of personal grooming problems.
3. The value of cleanliness, neatness and good posture.
4. Skills necessary for a junior high school girl to have in order to be well-groomed and suitably dressed.
5. Development of a daily and weekly routine in order that a student may be well-groomed and suitably dressed for all occasions.

### UNIT I - HOW TO BE MORE ATTRACTIVE THROUGH CAREFUL PERSONAL CARE

Activities for this unit should be chosen to meet the needs of the individual students in the class. The activities and learnings suggested here are some of the common grooming problems of junior high school girls.

<u>Content</u>	<u>Suggestions and References</u>
How to become more attractive through careful personal care.	Discuss the importance of bathing and cleanliness:
- The importance of personal cleanliness, bathing and deodorants.	a. of the body - especially care of the feet.
- How to brush the hair, pin curl the hair, and shampoo the hair.	b. of underclothing.
- Care of the complexion and skin.	Demonstrate how to brush, pin curl, and shampoo the hair if practical.
	Demonstrate how to wash the face and hands.
	Discuss cleanliness for a clear skin:
	a. What causes blemishes.
	b. How to cure blemishes.
	c. Relation between a clear skin and good diet.
- Manicure and care of the nails.	Demonstrate a manicure, following which each hostess rates the care of the nails and cuticle in the grooming report.
- How to polish shoes.	Demonstrate polishing shoes. Hostess rates polished shoes in the grooming report.



## Content

What makes a girl look well-groomed?

Importance of posture to:

- a. your appearance.
- b. your health.

Causes of poor posture - such as fatigue, lack of calcium, rapid growth, ill-fitting clothes, desks and chairs that are not the right size, and lack of confidence due to abnormal height and weight.

## Suggestions and References

- Make a good grooming schedule to follow daily and weekly in order to have a well-groomed appearance.
- Set up an exhibit of the toilet articles considered necessary for good grooming. Group together (a) those you considered necessary, (b) those one would consider nice to have.
- Fill in a Good Grooming Check List until a good routine is established.

Include rating for posture in good grooming check list.

Exercise to improve posture. Practice modelling for a fashion show.

## UNIT II - HOW I CHOOSE AND CARE FOR MY CLOTHING

Responsibility a girl should take in caring for her clothing - daily and weekly.

- Hanging clothes properly.
- Ironing.
- Pressing.
- Repairing.
- Storing properly, e.g., sweaters in a drawer.

How to care for clothing so it is ready to wear when needed.

How to choose lines that are becoming to the figure.

How to choose colors suitable for each type considering skin, eyes, and hair.

Pupils may practice any activities require in care of clothing.

- Ironing.
- Pressing.
- Repairing (see Unit "Laundry and Stain Removal").

If Unit "A Girl's Bedroom" is not taken, and interest in sewing is indicated, the students might make one of the following:

- a. a covered coat hanger.
- b. a shoe shine kit.
- c. a laundry bag.
- d. a shoe bag.
- e. a mending kit.

Student makes a personal analysis section in her notebook showing what clothes are suitable to her in line and color.

Student could try on collars of different colors and shapes to judge which are most becoming to her.

## PERSONAL RELATIONS FOR SECOND LEVEL (ELECTIVE)

Time: 2 to 3 weeks.

Note: This unit should be discussed with the health and guidance teachers to decide what areas should be stressed in the home economics classes.

### General Objectives:

1. Development of personal qualities that make teenagers good family members.
2. Assessment of the contribution a teenage girl can make to family life in her home.
3. Acceptance of responsibility as a family member.
4. Awareness of the management required in a home, so that a well-ordered home may make a satisfactory background for happy family life.
5. Experience in social situations similar to those the student will meet at home and in the community.

The student should have the experience of being both a guest and hostess. As a hostess, her activities should be those a junior high girl might well be expected to do at home such as:

1. A mother's helper when company comes.
2. A hostess to her own friends.
3. Practicing desirable attitudes, and habits that make for happy everyday living.

Suggested routine activities for the student hostess may include:

1. Rating the dress, grooming and work habits of class members.
2. Rating the citizenship of class members.
3. Checking the cleanliness and repair of household equipment and supplies. The hostess may assign special cleaning and repair jobs to the housekeepers.
4. Checking kitchen housekeeping at the end of the class period.
5. Checking supplies in kitchens.
6. Making out grocery lists.
7. Dusting the dining room and living room.
8. Arranging flowers and caring for plants.
9. Entertaining (a) unexpected guests (b) invited guests.
10. Practice using leisure time to good advantage, e.g., arranging table center pieces, making accessories for the home economics room, arranging bulletin boards, repairing household linens, reading library books, working on a craft project.
11. Take charge of the family conference at the conclusion of the class period. She may give the class a short quiz at this time, or at the beginning of the period.

## UNIT I - ROLE IN THE HOME

### Content

Ways in which a junior high girl can be a good home member.

Qualities that are desirable for a teenage girl to develop.

Behaviour in public places:

- On the telephone.
- In movies.
- On busses.
- On trains.
- On elevators.

How to make introductions.

These activities lend themselves to short lessons presented to the entire class at the beginning of a half-day period.

### Suggestions and References

Questionnaire or question box: "What causes misunderstandings (a) between girls and their parents (b) between girls and their brothers and sisters?"

A discussion or open forum "Ways these differences might be settled."

Student rates herself with a personality check list. She rechecks herself at intervals to discover improvements.

Citizenship should be checked whenever girls work together in groups, e.g., when working in the kitchens.

Role-play correct behaviour in each of these situations.

Discuss:

- Courtesy to drivers and other passengers in public vehicles.
- Conversation in public places.

Discuss introductions students need to know.

Practice introductions a junior high school student needs to know.

## UNIT II - ENTERTAINING

A Girl Entertains.

1. How to entertain your friends when they drop in unexpectedly:

a. A good hostess -

- Welcomes the guests.
- Introduces the guest to members of her family (at school she introduces guests to the teacher).
- Appears pleasant at all times.
- Makes the guest feel at ease.

Hostess serves food she has prepared on baking days to her friends, e.g., cookies, cup cakes, sandwiches, muffins, small baking powder biscuits (called tea biscuits).

Practice beforehand.

- A hostess greeting guests.
- A hostess introducing guests.
- Serving the food.

## Content

- Makes no excuses for the food.
- Supervises the serving of refreshments.
- Stands at the door to bid guests good-bye.

b. A good guest -

- Dresses appropriately.
- Takes part in conversation, but does not dominate it.
- Practices good manners.
- Says "thank you" to her hostess and her hostess' parents when she leaves. (At school she bids the teacher good-bye.)

### 11. How to help mother entertain at an afternoon tea:

- How to prepare foods suitable for an afternoon tea.
- How to serve beverages and food when you are not seated at the table.

How the hostess prepares for a tea.

## Suggestions and References

Give reports - "What Makes a Good Guest?"

Plan, prepare and serve an afternoon tea to a classmate, teacher, or mother.

Suggested beverages for teenagers are milk, cocoa, lemonade, fruit drinks.

Suggested refreshments are:

- Toast, plain, orange, cinnamon, honeynut.
- Tea biscuits.
- Muffins.
- Tea sandwiches.
- Cup cakes.
- Cookies.

Practice serving food and setting a tea tray before the tea.

### 1. The hostess:

- invites the guests. Guests may be invited verbally by telephone or by an informal written invitation.
- plans the menu.
- checks the silver.
- cleans and tidies the living room.
- prepares the beverage and the food she serves.



## Content

How the hostess serves tea.

Qualities of a good guest.

How to be a hostess at a luncheon or supper.

How to set a table properly.

How to serve a luncheon - compromise left-hand service.

How to be a good hostess.

- Preparation required for serving the meal.
- The hostess plans the menu, makes out a work plan and grocery list. These are checked by the teacher. She may or may not shop for groceries.

How to be a good guest.

Responsibilities of a guest at a luncheon.

## Suggestions and References

2. Qualities of a good hostess:

- the hostess is dressed suitably.
- she serves the beverage from a properly set tea tray.
- she washes the dishes and tidies the house.

Review qualities and responsibilities of a good guest at a tea.

A guest should reply to the invitation in the same way it was given.

Plan, prepare and serve a luncheon or supper.

Mock service of luncheon table - setting and service before the meal.

Film or discussion on table setting and service. Review how to be a good hostess (true or false quiz, discussion, or film).

Review duties of a hostess at a luncheon. The hostess also:

- prepares a table center.
- says grace (if custom of home).
- uses good table manners.
- bids guests farewell.
- Leaves the kitchen, dining area, and living room tidy.

Review qualities of a good guest at a luncheon.

When a classmate is chosen as a guest, she may observe and evaluate meal preparation (observation should not be longer than ten minutes), the ability of the hostess, the food, table manners, table setting and service, and clean up. She may report to the family conference or give a written report.

## Content

## Suggestions and References

### \*Suggested Home Projects:

1. Serve tea to mother's guests.
2. Entertain your friends at a party.

Note: Evaluation sheets should be completed by the student and signed by an adult.

Note: There are situations when it may be desirable to invite civic officials, school superintendents, school principals, school board officials and parents to improve good public relations.

In communities where there is a need to improve nutrition, and raise living standards, it may be desirable to invite the mothers. They may be invited to watch the meal preparation, methods of housekeeping and serving of food. After the serving of the meal, a program of demonstrations, films, and skits might be chosen to emphasize whatever phase is considered important.



## OUTLINE OF LEVEL THREE COURSE OF STUDIES

### General Objectives:

At the Grade IX level we should seek to foster attitudes of:

1. Responsibility.
  - a. In planning of and completing work satisfactorily.
  - b. In simple homemaking situations at school or in the home and assisting with more difficult problems.
2. Creativeness.
  - a. Development of creative ability and imagination.
3. Appreciation.
  - a. An appreciation of high standards.
  - b. An appreciation of the value of money.
  - c. An appreciation of home life and desirable use of free time.
  - d. An appreciation of good judgement in use of time, food and money.

The students should acquire the following abilities and skills:

1. A working knowledge of procedures in the home and an opportunity to participate in activities related to personal problems and home management.
2. Preparation and serving of a wide variety of foods so that the student may be a capable assistant in the home.
3. Development of an attractive appearance and personality through the knowledge of fundamental health habits, choice of clothes and personal and social adjustment.
4. Skill in the use of commercial patterns, the sewing of simple garments, and the operation and maintenance of a sewing machine.

### REFERENCES FOR THIRD LEVEL

#### Sewing

Wilson - Sew a Fine Seam, McGraw Hill Co.  
Craig, Rush - Clothes With Character, Copp Clark Co.  
Carson - How You Look and Dress, McGraw Hill Co.  
Pollard - Experiences With Sewing, Ginn and Company.

Simplicity - Sewing Book.  
Butterick - Sewing Book.  
McCall's - Easy Sewing Book.



## Food and Health

B.C. Department of Education - Foods and Home Management.  
Robertson - Nutrition for To-day, McClelland Ltd.  
Wattie and Donaldson - Canadian Cook Book, Ryerson Press.  
Toronto Teachers Association - Homemaking and Meals.  
Crocker - Good and Easy Cook Book, Musson and Company.

## General

Greer and Gibbs - Your Home and You, Macmillan Company.  
Jones, Burnham - Junior Homemaking, Longmans, Green & Co.  
Binnie - Homemaking for Young Canadians, Dent & Sons.  
Berry - Manners Made Easy, McGraw Hill Co.  
Allen and Briggs - Mind Your Manners, Longmans, Green & Co.  
McDermott and Nicholas - Homemaking for Teen-Agers (Book II), Ryerson Press.  
McCall's Treasury of Needlecraft and Needlework Patterns.  
Duvall - Family Living, MacMillan Co.  
Balderson - Housekeeping Handbook, Longmans, Green & Co.  
Baxter, Justin and Rust - Our Home and Family, Longmans, Green and Company.  
Laitem - Experiences in Homemaking, Ginn & Co.  
Ryan - Cues for You, Ryerson Press.

## A Girl's Room and Home Related Arts and Crafts

Hatcher and Andrews - Adventuring in Home Living, Copp Clark Co.  
Goldstein et al - Art in Everyday Life, MacMillan Co.  
Harris and Huston - The Home Economics Omnibus, Copp Clark Co.  
Singer Machine Co., - How to Make Draperies.  
Trilling and Williams - Art in Home and Dress, Longmans, Green and Company.  
Laitem and Miller - Experiences in Homemaking, Ginn & Co.  
Trilling and Nicholas - The Girl and Her Home, Nelson & Sons Ltd.  
Cox and Weisman - Creative Hands, General Publishing Company.  
Berry - Manners Made Easy, McGraw Hill Co.  
Allan and Briggs - Mind Your Manners, Longmans, Green & Co.

## You At Your Best

Laitem - Experiences in Homemaking, Ginn & Co.  
Practical Home Economics Magazines.  
Carson - How You Look and Dress, McGraw Hill Co.  
Justin, Baxter and Rust - Today's Home Living, Longmans, Green & Co.  
Craig, Rush - Clothes With Character, Copp Clark Co.  
Ahern, The New Washday, McClelland and Stewart Limited.  
B.C. Department of Education - Foods and Home Management.  
Greer and Gibbs - Your Home and You, MacMillan Company.

## Time and Money Management

Craig, Rush - Clothes With Character, Copp Clark Co.  
Donovan - The Mode in Dress and Home, School-Book Branch.  
Lewis, Burns and Segner - Housing and Home Management, Brett-MacMillan Ltd.  
Trilling and Nicholas - You and Your Money, Longmans, Green & Co.  
Kauffman, Treva - Young Folks at Home, Copp Clark Co.  
Grocery Manufacturers of America - Three Easy Steps - How to be a Smart Family Food Buyer.

## FOOD AND HEALTH FOR THIRD LEVEL (CONSTANT)

Time: 10 - 12 weeks.

### General Objectives:

1. Development of an understanding of how the nutrients are supplied by the foods recommended by Canada's Food Rules.
2. Development of the desire and ability to establish good food habits.
3. Increased skill in planning of daily menus which conform to standards set up in Canada's Food Rules.
4. Skill in cooking techniques necessary for the preparation of a dinner.
5. Stimulation to assist in family meal preparation.

### Minimum Requirements in Nutrition:

1. Review of Canada's Food Rules.
2. Food principles and their relation to bodily needs.
3. Food requirements of a junior high school girl.
  - Unit of measurement - calorie.
  - Factors influencing calorie requirements.
  - 100 calorie portions of common foods.
  - Calculate calories in a day's meals.
4. Meal patterns.
5. Meal planning - a day's meals following Canada's Food Rules.

### Minimum Achievement in Preparation and Serving of a Dinner:

1. Review of baking skills.
  - Muffin method.
  - Soft dough or biscuit method.
  - Cake method.
2. Pastry - standard method.
3. Method of cooking vegetables.
  - frozen.
  - fresh.
4. Method of cooking less tender cuts of meat.
5. Dinner desserts, whips, lemon snow, fruit, etc.
6. Planning and serving a meal - dinner service.

\* Enrichment - Achievement for more advanced students or where study would be of interest and value:

1. Use of prepared mixes.
2. Appetizers - salads as an accompaniment to a dinner.
3. School lunch box.
4. Special day luncheon.
5. Refreshments for simple entertaining.
6. Casseroles.
7. Gelatine dessert.
8. Simple gelatine dishes only if home economics is not available in High School.

## UNIT I - NUTRITION

<u>Content</u>	<u>Suggestions and References</u>
Canada's Food Rules.	Make out a day's menu in correct menu form, following Canada's Food Rules.
Meal Planning.	Plan menus with reference to nutritional value, variety, color, flavor, texture, etc.
Food elements - proteins, fat, carbohydrates, cellulose, minerals, vitamins and water. <ul style="list-style-type: none"><li>- Their use in the body.</li><li>- Sources.</li></ul>	Discuss, report, make charts, collect pictures, make a bulletin display on the food elements.
Calories.	Calculate calories in a day's menu. Plan meals for underweight and overweight with reference to calorie and food requirements, as time permits.

## UNIT II - FOOD PREPARATION AND SERVICE

Review:	Review through the preparing and serving of a breakfast and luncheon or use of food models to enable students to see the importance of the day's menu.
- Table setting and service.	Discuss correct service for each food prepared.
- Breakfast.	Brief review of breakfast - cereals, fruit, toast and beverages and for further study include hot breads and toasts with variations; breakfast meat and egg cookery.
- Luncheon.	Brief review of lunch or suppers and the use of leftovers. Each girl should be able to prepare with ease at least two oven dishes, two salad dishes making use of vegetables usually found on hand, and two simple desserts.
- Muffin method.	Choose from: gingerbread, date loaf, muffin variations, cinnamon rolls, fruit rolls, fruit cobbler, Up-side-down cake, cottage pudding cake, spice, chocolate, etc. Have at least two girls make the same recipe to assist in evaluation and the development of standards.
- Baking powder biscuits.	
- Conventional cake method.	
- Leavening agents.	
- Flour.	
- Batter and doughs.	
- Oven temperature.	



## Content

Standard pastry method.

- Characteristics of a good pastry.

Vegetable cookery:

- Fresh - common kinds.
- Frozen.

Classes of vegetables.

- Food value.
- Rules for cooking.
- Rules for preparing a vegetable plate.

Meat Cookery:

- Structure and composition of meat.
- Judging good meat.
- Classes of meat.
- Grading meat.
- Cuts.
- Cooking less tender cuts.
- Methods of tenderizing.
- Reasons for cooking.

Dinner desserts:

- Suitability.
- Variety.

Planning, preparation and service of a dinner.

## Suggestions and References

Demonstration by the teacher. Show film. Preparation of tarts - short periods. Double crust pie - apple only.

One frozen. One with white sauce. Strong flavored - turnip, onion, cabbage, cauliflower.

Potato - baked, stuffed, mashed, riced.

Prepare and serve as vegetable plates.  
OR  
Vegetable lesson is an excellent way of introducing a "smorgasbord".

Preparation and serving of less tender cuts.

Meat loaf, swiss steak, etc.

Use:

- Moist heat.
- Use acids - tomato juice, etc.
- Grinding.
- Pounding.
- Commercial tenderizer.

Preparations and service of a dessert such as whips, souffles, lemon snow, fruit, etc. Review principles taken at lower levels which are used in these desserts.

Plan - suitable menu.  
- grocery list.  
- work schedule.  
- invitations for guests.  
- table setting and decoration.  
- evaluation.



## Content

\* Enrichment Unit: (Choose)

Appetizers - Salads as an accompaniment to a dinner.

Review rules for preparing a salad.

School lunch box.

Selection of foods with good carrying qualities.

Use and preparation of mixes.

Casseroles:

Discuss advantages of a casserole as a:

- Time saver.

- Money saver.

Use of leftovers.  
Meat stretchers.

Special day luncheons or buffet.

Tea.

## Suggestions and References

Preparation of fruit cocktails, juices, etc.

Prepare small salads - green, fruit salads - using gelatine, not jelly powders.

Planning, preparing and packing lunches for various groups:

- Young child in lower grades.

- Teen-age girl.

- Teen-age boy.

Prepare a mix. Calculate time saved in using mixes.

Compare finished product of a mix with a similar product made with a standard method.

Consider the cost.

Use mixes in various recipes.

This is an excellent lesson for introducing buffet service.

Use a variety of recipes and combinations of foods.

Plan a bulletin board display of pictures of suitable foods.

Discuss suitable foods, favors, table center, etc. Plan luncheon or buffet in detail.

Plan tea for mothers, other members of the class, teachers, etc.

## SEWING FOR THIRD LEVEL (CONSTANT)

Time: 10 - 12 weeks.

### General Objectives:

1. Interest in clothing construction.
2. Skill in the use of commercial patterns.
3. Ability to plan and make a garment of cotton, introducing new techniques and high standard of workmanship.
4. Knowledge of seam finishes.
5. Skillful selection of clothing in relation to style and color.

### Minimum Achievements for Level Three:

Each student to make at least one of the following for herself, using a commercial pattern. Choice of patterns to suit the girl and her ability.

1. Simple cotton dress or jumper.
2. Skirt - wool or firmly woven blends - coupled with simple blouse, weskit or fashionable top. Skirt to have two side seams and zipper opening.
3. Pyjamas.
4. Made-over garment may be used as a project, if the teacher feels the circumstances make such necessary. This should be a complete make-over not just a renovation.

Note: Every girl should have the experience of setting in sleeves, either in a blouse (Second Level) or her dress.

Limit to firm cotton or firmly woven blends. Restricted - plaids, wide stripes, large checks, napped fabrics, corduroy. No satin or satin-backed materials. Teacher should point out the difficulties in using materials in the restricted list. Teacher should help student to make a wise choice of pattern and fabric. Avoid pleats and set-in pieces, fancy pockets or set-in pockets.

### Content

### Suggestions and References

Selection of pattern suited to:

Discussion of:

- Figure.
- Age.
- Occasion.
- Ability to sew.

- Figure types.
- Lines suitable for short, tall, slender or stout girls.
- Necklines suited to shape of face.
- Current style trends.
- Occasion and environment.

## Content

Personal measurements.

Selection of fabric.

Fabric finishes.

- bleaching.
- dressing or sizing.
- printed fabrics.
- yarn dyed fabrics.
- napping.
- seersucker.
- mercerization.
- embossing.
- sanforized or pre-shrunk.
- crease resistant.
- surface lustre.
- permanent crisp finishes.

Patterns.

## Suggestions and References

Self-analysis. How to take measurements. Have students work in pairs and take measurements. Keep a record sheet. Check several times during the year.

Consider difference in pattern sizes, e.g., teen, junior, misses, and ladies sizes.

Remind students dress sizes are bought according to bustline measurement. Skirt size according to hip measurement.

Discuss if fabric is:

- suited to pattern.
- suited to occasion.

Consider durability - washing, upkeep.

Discuss color - to suit personal coloring, age, figure, etc.

Study this before beginning projects. Simple statement of meaning of these terms.

Sizing - have student tests fabric using three tests:

- a. washing.
- b. rubbing.
- c. tearing.

Show difference between yard dyed and printed plaids, large checks.

Students might mount examples of any of these finishes being used in class. Note: Special care should be given to mounting and labelling. Fasten only one end of sample.

Study information found on pattern envelope:

- fabric required.
- notions.
- suggested fabrics.
- measurements, etc.



## Content

Pattern markings.

Preparation of pattern.

Preparation of fabric.

- Trueing.

Teach or review fabric construction.

- warp.
- woof (weft or filling thread).
- selvedge.

Teach types of folds.

Placing of pattern.

## Suggestions and References

Study pattern markings:

- cutting lines.
- pieces on fold.
- seam allowances.

Study instruction sheet.

- selection of necessary pieces.
- assemble pattern for fitting, fit, make necessary changes.
- simple alterations:
  - a. shorten.
  - b. lengthen.
  - c. increase bust or hip.
- press pattern before placing on fabric.
- name on envelope, guide sheet and pattern pieces.

Demonstrate:

- a. pulling a thread.
- b. cutting and tearing across.
- c. straightening grain by pulling diagonally.

Demonstrate:

- a. single.
- b. lengthwise.
- c. crosswise.

Have students choose and circle layout according to:

- a. view or style.
- b. width of fabric.
- c. size.

Choose type of fold. Pin selvedge together.

- Pin pattern parallel to grainline, pins placed at right angles to seams.



## Content

Teach or review markings.

Care and use of sewing machine.

Use and care of sewing equipment.

- Equipment for class use.
- Equipment for personal use.

Assembling and fitting garment.

- Use unit construction.
- Seams, darts and tucks.

## Suggestions and References

- Cutting - position of shears, long even cuts, cutting notches outward.

Demonstrate:

- a. tailor tacks.
- b. dressmaker's basting on folds and centre lines.

Note: Students cut out and mark patterns during this time. Samples are to be made as needed and according to students' ability. Avoid use of tracing wheel and paper unless students are capable of accurate marking and have proper equipment.

Review:

- parts and threading.
- stitch adjusting.
- cleaning and oiling (special attention).
- adjusting tension (special attention).
- irons, ironing boards, and tailor's mitts or hams.

Discuss and assemble:

- box.
- needles - kinds and sizes.
- pins - sharp, slender dressmaker's pins.
- thread - basting and stitching.
- tape measure - 60" reversible.
- thimble - to fit.
- scissors - for snipping thread and trimming.
- sample fabric - cotton.
- sewing gauge.
- pin cushion.

Remind the students that any seams that do not in any way affect the fit

## Content

- Flat felled seams.
- The collars and cuffs.
- Facings,
- Sleeves,
- Kimona sleeve,
- Joining bodice and skirt.
- Zippers.
- Buttonholes.
- Hems.

## Suggestions and References

of the garment may be completed before fitting.

Have students make a sample flat felled seam.

Stress completion of seams in small units, e.g., basted, stitched, pressed, finished. Have students try on and fit garment.

Show samples of:

- tailored collar.
- round collar.
- completion of curves.
  - a. Inside - clipped.
  - b. Outside - notched.

Samples made as needed.

- shaped - tacked at seams only.
- bias, sewed by machine.
- under-stitch facings.

Note: Setting in sleeves using two rows of gathers with one close to seam line.

Demonstrate how to ease or shrink in fullness and match notches.

Show how to re-inforce by tape and stitching.

Have students match darts, side and center seams. Discuss suitable seam finishes for each garment.

Practice zipper sample using acceptable method for side opening and/or back opening.

Review use of buttonholer. Make sample. Review sewing on buttons and other fastenings.

Make sample on chosen material.

## Content

- Finishing.

General suggestions to teacher:

1. Student samples should be large enough to make construction of them practical. At least 4" x 6".
2. Teachers should have samples showing construction steps on file so students may refer to them.
3. Shells or blouses in sizes 12, 14, 16 are valuable fitting aids.
4. It is advisable to list suitable patterns for the guidance and selection by students.

## Suggestions and References

Demonstrate the use of skirt marker. Have students work in pairs. The teacher should check the completed measurements before hemming.

- straight hem - 2" - 3" edges stitched.

- flared -  $3/4$ " -  $1\frac{1}{2}$ " gathered, finish with seam binding. (Pre-shrink).

Demonstrate or show samples of belt, guard, and belt loops.

Have students remove tailor's tacks and basting.

Press, hand in with score sheet.



## A GIRL'S ROOM FOR THIRD LEVEL ( ELECTIVE)

Time: 3 to 4 weeks.

Much of the practical work in this course will involve home projects and activities, therefore, reports should be signed by parents if possible.

A minimum of two projects is to be chosen.

Note: Discussions and projects should be dealt with on basis of sharing a room as well as individual use.

### General Objectives:

1. Suitable arrangement of bedroom, clothes closet and dresser drawers in an orderly, convenient and attractive fashion.
2. Some knowledge of furniture arrangement in order to make the best use of space.
3. An interest in beautifying the rooms through practical and up-to-date improvement.
4. A share in making and keeping the home clean, orderly, convenient and attractive.
5. Pride in the ability to keep one's room neat and tidy, thereby helping in the work of the home.
6. The habit of orderliness through the systematic care of bedrooms.

### Content

Daily, weekly and seasonal care of bedroom.

- Review daily care of the bed:

- a. before retiring.
- b. after rising.
- c. after airing.

- Link the above with health rules, fresh air, cleanliness, rest and sleep.

- Review weekly care of bedstead and mattress.

### Suggestions and References

Discuss care of bed and bedroom.

Make out a daily, weekly and seasonal chart, for the care of the bedroom.

Encourage pupils to keep own bedrooms and belongings tidy and neat at home.

Score chart and bring to class signed by parent.

Each student to prepare a five minute illustrated talk on "How I Would Go About Caring for My Bedroom".

List the steps in making a bed.

Students visit furniture stores to see they types of beds and bedding.



## Content

Discuss "The Girl's Bedroom".

A place for:

- Privacy.
- Rest and sleep.
- Dressing and storing personal belongings.
- Study.

Equipment for adequate storage:

- Clothes closet.
- Dresser or chest of drawers
- (possible suggestions for homemade substitutes).
- Hat boxes.
- Shoe racks.

Care of clothes:

- Night clothes in the daytime.
- Day clothes at night
- Care of dresser drawers.
- Care of clothes cupboard.
- Care of soiled clothes.
- Storing seasonal clothing.
- Importance of moth protection.

Making a girl's room more attractive with very little expenditure.

- Accessories for a girl's room.
- The hanging of pictures.
- Rules for furniture arrangements.
- Principles of good arrangement, proportion and balance. Simplicity should be stressed in all home decoration projects.
- In every bedroom there should be a bed, dressing table, mirror, seat, place to hang clothes, storage space, bookcase, bedside table, lamp and pictures.

## Suggestions and References

Discuss different types of bedsteads, mattresses, springs, sheets, pillows, blankets, comforters.

- Student writes a report on her own room under headings a,b,c,d, or on an imaginary one.
- Student writes a report discussing the sharing of a room with a sister in relations to sections a,b,c,d, real or imaginary and how they may improve on the present situation.

References:

Trilling and Williams - Art in Home and Dress.

Trilling and Williams - The Girl and Her Home.

- Discuss arrangement of cupboard and drawer space.

- Draw arrangement of one drawer showing spaces allotted for each group of articles.

Plan to make an article for the bedroom such as a cushion, dresser cover, picture memo or bulletin board, etc.

Students make a floor plan of sleeping area using movable paper furniture pieces (top view only) for individual use or for sharing.

- Criticize arrangements.
- Discuss possible changes for more pleasing effects.
- Draw your bedroom to scale placing the furniture pieces as they are now. Analyze the plan, asking the question: "Is every piece of furniture in its most suitable place?"

## Content

### Window Treatment:

- Selection of curtains and draperies which have been well made and their contribution to the enjoyment and comfort of the room.
- Selection of curtains - color, design and material and their effect on the room.
- Types of hardware available: hooks, rods, tracks, etc.

## Suggestions and References

- Draw a revised plan including furniture you expect or would like to purchase within the next two years.

### References:

Trilling and Williams - Art in Home and Dress, Chapter 13.

Hatcher and Andrews - Adventuring in Home Living, Pages 281-290.

Singers - How to Make Draperies, Pages 1 - 23.

Make a miniature window with a lined drapery and glass curtain which would suit the window of the bedroom.

Sketch problem window and show how the problem can be minimized.

## HOME AND FAMILY RELATIONS FOR THIRD LEVEL (ELECTIVE)

Time: 3 to 4 weeks.

### General Objectives:

1. Increased pride in one's home.
2. Appreciation of the value of family loyalty.

### Content

Family loyalty.

- Belief in one another - may mean difference between success or failure in an undertaking.
- Pride in one's home.

Teen-age Rights and Responsibilities.

Rights:

- Love and affection.
- Interest and care.
- Food and shelter at the level the family can afford.

Responsibilities:

- Care of family possessions.
  - Do you take more than your share?
  - Are you generous with your things?
- Interest and care for others in the home.
- To learn the value of money and spend carefully whether money is given or earned.
- Help to make the home clean, comfortable and well-ordered.
- Have respect for another person's privacy.
- Co-operate in family projects to help strengthen family ties.

### Suggestions and References

Use reading assignment.

Follow with discussions.

Greer and Gibbs - Your Home and You.

Sharing Family Life, Unit I - Sec. 6.

Make a list of your privileges as a member of your family.

Do you have selfish demands on your family?

Plan a bulletin board around the theme "Sharing".

Sharing Family Life, Unit I - Sec. 6.

Consider steps in making a wise purchase.

Make a family work plan to show how all can contribute.



## Content

### Parents Rights and Responsibilities:

- What parents provide - shelter, food, security, health, education, happiness, character.
- Rights of parents - privacy, courtesy, understanding, co-operation of children.

### Brothers and Sisters:

- Rights - assistance and understanding, some possessions should not have to be shared. Consideration and cooperation in family undertakings.
- Responsibilities - duties suited to age.

### Summary:

- Family approval is the best reward.
- Each member of the family should have a share in helping.
- A teen-ager can make a real contribution to family happiness.
  - a. Assisting with housekeeping.
  - b. Care of younger members.
  - c. Thoughtfulness in the use of family possessions.

## Suggestions and References

### Sharing Family Life, Unit I - Sec. 5.

### Experiences in Homemaking, Chapter 2 - Unit III.

List examples of sole possession.

List examples of shared possession.

Discuss the qualities to foster in yourself in order to become a better family member.

### Family Planning:

- Plan simple family recreation - a picnic or a trip.
- Plan simple projects for home improvement addition to the garden, the patio, the rumpus room or make up a safety kit.
- Plan activities which can be shared:
  - a. With younger family members.
  - b. With your grandparents.
  - c. With your own parents.
- Plan a simple budget for money earned.
- Discuss how a family might plan for some desired purchase and all contribute towards it.



## HOME RELATED ARTS AND CRAFTS FOR THIRD LEVEL (ELECTIVE)

Time: 3 to 4 weeks.

The outline includes a choice of projects so that students having special talent or interest may develop skill in that area.

A minimum of two projects is to be chosen. Guidance for the teacher is required so that the projects will not be too long in duration but demonstration and practice periods should be thorough. When the new processes have been learned, most of the practical work should be done at home. Emphasis is placed on the practical work which should occupy  $2/3$  to  $3/4$  of the total time allotted for this unit.

### General Objectives:

1. Understanding and application of the principles of design and color as a means of self expression.
2. Creation of and appreciation for an attractive environment in the home.
3. Interest in creative handicrafts with consideration given to color, design, use and care.
4. Pleasant and creative activities for use in leisure time.

### Content

### Suggestions and References

Embroidery and decorative stitches.

Review decorative stitches:

- outline.
- feather.
- blanket.
- french knot.
- chain.
- stitches that lend themselves to quick and effective design.

- Discuss good design, color schemes and suitable materials.

- Embroidery techniques using sewing machine attachments.

- Demonstration of decorative stitches.

Hemstitching:

- Discuss uses of hemstitching.

### References:

Goldstein et al - Art in Everyday Living.  
Cox, Weismann - Creative Hands.

### Suggested Projects:

- place mats.
- guest towels.
- collars.
- decoration on scarves or mitts.
- pillow cases for a girl's room.

Students make a sampler showing the stitches.

### Suggested Projects:

- place mats.
- guest towels.

## Contents

### Weaving on Huck Towelling:

Note: This craft furnishes a very good method to teach:

1. Creative design - encourage the creation of their own patterns.
2. Color - have students experiment with color combinations - such as unusual ones.

### 3. Design.

- Choice of material to be used.  
(Articles made will probably be laundered and ironed frequently.)

- Planning, design, and color.

- Consider use and care in relation to size of surface threads in the execution of the design.

Remind students length of thread in stitches should be short and firm.

### Smocking:

- types of smocking.
- uses of smocking.
- materials to be used.

## Suggestions and References

Make samples showing:

- hem with single row of hemstitching.
- hem with double row of hemstitching.

Suggested Projects:

- place mats.
- guest towels.
- dresser cover for girl's room.
- tray cloth.
- pillow cover.
- apron.
- belt.
- clutch purse.
- hang bag.
- cover for Kleenex box.

Review principles of good design and color harmony.

Make a sample showing various designs and color combinations.

Demonstrate type of stitch.

Practice technique of weaving on huck towelling.

Collect pictures, samples, etc. for inspiration and mount correctly.

Suggested Projects:

- cushions - satin.
- aprons on woven checked material.
- children's dresses.
- blouses.

Make a sampler showing types of smocking.

Reference: McCall's Needlework Patterns.

## Content

### Knitting:

- ply.
- size of needles.
- common abbreviations.

### Review:

- casting on.
- plain and purl stitches.
- ribbing.
- stocking stitch.
- increasing.
- decreasing.
- casting off.

### Crocheting:

- Review terms used in crocheting:
  - chain.
  - single crochet.
  - double crochet.
  - picot, etc.

## Suggestions and References

### Suggested Projects:

- knitted socks.
- ascot type scarves.
- baby booties.
- knitted collars and/or cuffs.
- projects which have current fashion value are more inspiring than strictly practical ones.

Make samples to illustrate.

Warn students against projects that will be too large or take too long to make.

Reference: McCall's Needlework Patterns

### Suggested Projects:

- simple doilies.
- handkerchief edging.
- crocheted collar.
- crocheted baby's cap.
- crocheted baby's sweater.
- projects of current fashion.

Make samples to show:

- chain.
- space.
- block.
- single crochet.
- double crochet.
- picot edge.



TIME AND MONEY MANAGEMENT FOR THIRD LEVEL (ELECTIVE)  
(as it affects a Grade IX student)

Time: 3 to 4 weeks.

A minimum of two units is to be chosen.

This is a course where theory is to be practiced as well as taught.

General Objectives:

1. A sense of responsibility in the right use of time and money.
2. An appreciation of the necessity for and the wise use of leisure time.
3. An understanding of the expenses of the home and the need for cooperation in the economic efficiency of the home.
4. A working knowledge, and the need for the careful planning of time and money management as related to desirable standards of living.
5. An understanding that the management and spending of money and the making of choices are the concern of all members of the family.
6. An understanding that, as consumers, students need help in learning how to spend so that they may get their money's work in goods and personal satisfaction and at the same time the need to develop an understanding of the family's finances.

Note: Relate all discussion and projects in this unit to the Grade IX girls.

Content

Suggestions and References

References:

Craig and Rush - Clothes with Character.

Donovan - The Mode in Dress and Home.

Lewis, Burns and Segner - Housing and Home Management.

Trilling and Nicholas - You and Your Money.

Greer and Gibbs - Your Home and You.

Kauffman, Treva - Young Folks at Home.

P.S. Willis President, 205 East 42nd St. New York, 17. Grocery Manufactures of America Incorporated - Three Easy Steps How to Be a Smart Family Food Buyer.



## UNIT I - BUDGETS

### Content

#### Budgets.

- a. Personal.
- b. Family - general knowledge.

#### Income.

#### The Planning of the Budget.

#### Good Management in Spending your Money.

- This part of the unit is planned to help students realize that as members of family groups, many will have a share of the family income to spend.

### Suggestions and References

#### Discussion of the following:

- How do budgets help you save?
- Why are budgets needed?
- Budgeting.
  - a. Personal - for the girl in the family.
    - for the girl who expects to become a wage earner.
  - b. Family - as an overall picture of expenditure (not detail).

#### Discussion of the following: (in a general way, not on a personal level.)

- What are the sources of income?
  - a. sources of family income.
  - b. sources of personal income.
- How is income spent?
- Standard of living.
- Factors influencing standard of living.
- Spending the Canadian dollar.

#### Discussion of the following:

- How is the budget planned?
- An itemized list of expenditures.
- A record of past and current expenditures.

#### Discussion of the following:

- Practicing good management in using money.
- The need for exercising good judgement if satisfaction is to be derived from the use of money.

## Content

- It also takes into consideration the characteristics of this age that deal with the desire to achieve independence from parental control but need the security of home for help and assurance.
- When young people are responsible for the use of some money they are increasing their abilities to reason, judge, generalize and gain insight.

Money management as directly related to the junior high school student.

Record Keeping.

## Suggestions and References

- Spending of the income is sometimes a family affair.
- Discuss some problems in the use of income.
  - a. Much of the family income is spent for the well being of the children.
  - b. When children save they add to the family income.
  - c. When girls earn spending money they add to the family income.
  - d. Saving is delayed spending.

Make a bulletin board display showing for what students spend their money.

- comic books, magazines, etc.
- movie tickets.
- records.
- swimming tickets, etc.
- cosmetics.
- hockey, football, baseball games.
- gifts for other members of the family.
- dues for scouts, girl guides, etc.
- books or equipment for school.

Relate this to a discussion pointing out that there are different kinds of values from the things that are bought.

Discuss the following:

- What jobs are available in the community? How to discover, part time jobs in the community?
- What jobs can you look forward to taking as a means of earning money?
- If you earn money, list the things for which you spend your money.
- List the advantages and disadvantages of earning some of your own money.

Keep a record of expenditures.

What is the difference between a record and a budget?

## Content

Use of Income.

Managing income from the viewpoint of a Grade IX girl.

## Suggestions and References

List some of the things for which a family spends its income:

- food.
- clothing.
- shelter.
- operating.
- savings.
- advancement - school - future education.
- personal.
- insurance - medical, hospitalization.
- charitable donations.

Students check the items that concern them. Keeping a record of one's own spending.

Discuss these topics:

- Why do we need to learn to manage our own resources?
- What are our needs?
- What makes up income?
- Ways to increase real income.
- Planning for use of resources.
- Using credit safely.
- Finding ways to save.

## UNIT II - MANAGEMENT OF TIME

Time management as related to the junior high school student.

Discuss such problems as:

- Do you have time to do the things you enjoy most?
- How much time do you have for fun?
- How do you spend your time during the day?
- Make a daily time budget. Make a weekly plan.
- Make a morning time budget, for health and beauty.
- Make a list of ideas dividing as to duties and pleasures noting the time for each.



A girl's part in helping to manage the housekeeping at home.

Leisure time activities.

- How to use leisure to the best advantage.

Discuss:

- Do you receive an allowance or pay for any of your home duties?
- Tell how you spent the last two summers.

Discuss how much time a junior high school girl should give to house-keeping duties.

Stress the saving of time through good management.

- Class members make a list of things to be done in order to keep the home orderly.
- Class members list the chores that are their responsibility and the time required to complete them.
- Plan a timetable for the above duties keeping in mind the saving of time and energy.
- Discuss interest in keeping the home clean and attractive at all times as a factor in time and money saving.
- Carry out the proposed time table with a report in which there are suggestions for improvement of the time allotment.

Discussions of the following:

- The meaning and value of the leisure time and ways of using it to best advantage.
- The value of pick-up work for odd moments.
- The many attractive articles both personal and household which can be made in this way.
- Discuss what students would like to learn to make as a home project or pick-up work.



- Discuss opportunities for learning new leisure time activities.

Possible suggestion might include:

- huck weaving.
- knitting.
- crocheting.
- embroidery.
- special cooking.
- a class display of hobbies or crafts.

Possible sources:

- capable student teach new craft to others.
- interested adult.
- Y. W. C. A.
- church groups.
- community activities.

List leisure time activities of class.

### UNIT III - TIME AND MONEY MANAGEMENT IN SHOPPING FOR GROCERIES

Practicing good management in money and time in shopping for groceries.

- The aim in this unit is to learn the important kinds of food to buy and to learn the quantities to be bought at one time. The unit should not be too long or given in too much detail.
- Emphasis is put on the purchase of commonly used food.

As many girls of this age are assuming some responsibility for the purchase of food a discussion of good management practices when shopping can save money for the family and time and energy for the girl.

Buying the food.

Good shopping practices:

- Make a careful shopping list.
- Shop personally.
- Shop when the store is not busy.
- Shop at clean stores.
- Do not ask for small orders to be delivered.
- Keep an account of what is spent. Study methods of good household accounting.

## Content

Recognize some shopping practices involved in selecting an article.

Courtesy in the store and good conduct when shopping.

To understand that courtesy to sales people makes them more willing to serve you.

## UNIT IV - GENERAL SHOPPING

Shopping in a store other than a grocery store.

- recognize the need for good management of time and money when shopping.
- recognize that definite information concerning what is to be purchased makes for effective shopping.

## Suggestions and References

Students compile a list of information needed in order to be a good shopper.

- Learn about a product from the label.
- Distinguish between brand name and label.

Food which give good value for money such as:

- whole grain uncooked cereal.
- milk - fresh, canned and powdered.
- dried beans and peas.
- Canadian cheese, etc.

Luxury buys, such as:

- soft drinks.
- fancy cakes and cookies.
- candy.
- best cuts of steak.
- precooked cereals.
- frozen, prepared meals, etc.

Students list desirable practices in shopping.

- courtesy to clerks.
- courtesy to other customers.

Discuss making a plan and the need for knowing, certain information for the purchase of an article, such as:

- size.
- color.
- kind of material.
- suitability of line, etc.

Relate the above to:

- dresses.
- skirts.
- blouses.
- stockings.

## Content

Methods of purchasing.

Recognize the value of the following:

- Good shopping begins at home knowing the amount of money available.
- Deciding the quality wanted before going to the store.
- Considering the needed allowance for growth.
- Planning how a garment will fit into the present wardrobe.
- Seeking mother's or other experienced person's advice which may be helpful.

A study of this unit should show increased judgment in buying for sewing problems.

## Suggestions and References

- shoes.
- accessories.
- lingerie, etc.

Have students choose one and make reports.

Discuss the following:

- Making clothes versus buying clothes.

Discuss:

- catalog.
- installment buying.
- charge account.
- deposit account.
- cash.

Examine labels on garments and read references to understand such terms as:

- all wool.
- sanforized.
- original design, etc.

Write out plans for buying new garments that are needed.

Arrange bulletin board display showing articles of clothing that Grade IX girls are capable of buying.

Discuss actual shopping situations that have shown good and poor management practices such as:

- Shoes that were too small or large or ill fitting.
- Seams in slips pulling apart.
- Darts in blouses and dresses coming out, etc.

## UNIT V - CONSERVATION OF TIME AND MONEY MANAGEMENT

Conservation of clothing in relation to time and money

Discuss clothing conservation in relation to time and money management.



## Content

- Repairing.
- Keeping clothes in good condition.
- Making over clothing.
- Cleaning, removal of stains, pressing.

Factors in keeping clothes fresh and in good condition.

## Suggestions and References

Discuss clothing conservation.

Instruction and practice as follows:

- sewing on buttons.
- putting loops on skirt or coat for hanging on hooks.
- Renew a thing place, darning, etc.

Discuss value of using coat, dress and skirt hangers.

Discuss the importance and necessity of a clean and tidy appearance.

Study the ways of achieving the above.

Application practiced as follows:

- By removal of dust and food marks and by pressing an outer garment such as a skirt.
- By washing stockings or socks frequently.
- By washing sweaters. Care required in following washing instructions for fibre used in construction.



## YOU AT YOUR BEST FOR THIRD LEVEL (ELECTIVE)

Time: 3 to 4 weeks.

A minimum of two units to be chosen.

### UNIT I - SOCIAL GRACES AND ETIQUETTE

Note: Teachers may choose from this unit, section of particular interest to her class.

#### General Objectives:

1. Development of social graces.
2. Poise and self-confidence through knowledge of and practice in entertaining.
3. Realization that public approval is important and that behaviour in the criteria by which students are judged.
4. Awareness of the fact that public approval is important and that behaviour is the criteria by which students are judged.

#### ENTERTAINING

#### Content

Entertaining in the Home.

Types of Parties:

- Rumpus room parties.
- Tea parties.
- Buffet parties.
- Special days (Hallowe'en).
- Picnics, hikes, skating, etc.

Planning:

- Guest list, invitations:
  - a. informal, written, telephone.
  - b. invite a congenial group.
- Time:
  - a. convenient to mothers.
  - b. afternoon, evening.
- Entertainment:
  - a. to suit type of party-  
for mixed group or  
non-mixed.

#### Suggestions and References

Discuss factors which affect choice of party.

Discuss responsibility of the hostess to make clear the type of party and the kind of clothes to be worn.

Consider the need for definite time of beginning and end of party.

Discuss the need for parents to know the party hours.

Plan a party which has individuality. Include a theme and ideas for decorations.

## Content

- b. to suit interests of guests.
- c. to suit facilities of the home.
- d. to include all the group.

### - Refreshments:

- a. simple, easily prepared, attractive.
- b. how to be served - buffet or pass-around service.

### Supervision by Responsible Adult:

- For conduct.
- For safety.
- To help if necessary.

### Party Etiquette.

### Successful hostess:

- Welcome guests.
- Introduces guests.
- Directs entertainment.
- Supervises serving of refreshments.
- Is on hand for farewells.

### Successful guest:

- Prompt to arrive and leave.
- Should give definite answer to invitation.
- Ready and willing to participate.
- Be a good mixer, contribute to the fun.
- Say "thank you" to hostess' parents.
- Phone or send a note of appreciation.

## Suggestions and References

Make a list of suitable entertainment.

What may be prepared beforehand?  
What help could be given?

Group discussion.

Roll play introductions and "thanking the hostess".

List attributes of a good hostess.

Discuss "Guest or Pest".

List the attributes of a good guest.

## CORRECT BEHAVIOUR

### Behaviour in Public.

#### On the street:

- Obey traffic laws.
- Be courteous, considerate.

Consider the statement "Conspicuous conduct constitutes bad manners and reflects on home training."

## Content

- Dress suitably.
- Don't gather in crowds on sidewalk.
- Where to walk - keep to right and boy walks next to curb.

### In Public Conveyances:

- Buses.
- Cars.
- Trains, etc.
- Elevators.

### In Public Buildings:

- Stores and eating places.
- Corner drug store.
- Coffee counters.
- Drive-in restaurants.
- Restaurants.
- Rest rooms.
- Theatres.
- Sports arenas.
- Community hall events.

Banquets, teas, receptions.

## Suggestions and References

Discussion led by teacher might deal with such ideas as:

- Courtesy to drivers and other passengers.
- Topics for conversation.
- "Litterbugs."

Discussion of DO'S and DON'TS, litterbugs, wall marking, etc.

### Consider:

- appropriate dress.
- who pays?
- "dutch treat".
- discuss etiquette to be observed.

### References:

Hatcher and Andrews - Adventures in Home Living (Book I and II).

Laitem and Miller - Experiences in Homemaking.

Greer and Gibbs - Your Home and You.

Manners Made Easy, McGraw Hill Co.

Allan and Briggs - Mind Your Manners.

Binny et al - Homemaking for Young Canadians.



## UNIT II - GROOMING

### "IT'S EASY TO BE GOOD LOOKING"

#### Content

Essentials - for an attractive appearance.

Figure, posture.

Body cleanliness,

- Bathing.
- Use of deodorants.
- Dress shields.

Hair.

- Styling.
- Care.
- Care of brushes and combs.

#### Suggestions and References

Plan a bulletin board display on the requisites of good grooming. Consider good carriage, correct habits of personal hygiene and body cleanliness. Consider appropriate clothing for individual occasions and the weather. "Mary spends a good deal of money on her clothing but she never looks really smart." Why?

- a. Poor figure.
- b. Poor posture.
- c. Poor choice of undergarments.

Discuss posture as an influence on how clothes look, also the social effect.

- What may help? Good posture. Well fitted foundation garments. Well chosen undergarments.
- Care of undergarments and foundation garments - airing, daily dipping, keeping in repair.
- Why so much stress in magazines on soaps, deodorants etc? Are they important?
- Clothes wear longer.
- Clothes look better.
- You are more at ease, not so self-conscious.

Discuss use and care of deodorants, dress shields, bathing.

Discuss hair styles which bring out best points - experiment in class with different styles. Study styles, setting, etc. in magazines. Collect pictures illustrating styles for each face type.



## Content

Hands.

Cosmetics.

Stress use in moderation.

Health habits - effect of these  
on vitality and good looks.

- a. Sleep.
- b. Diet.
- c. Exercises.

## Suggestions and References

Discuss the bad habits such as:

- a. Combing hair in public.
- b. Borrowing combs.
- c. Biting nails.

What care do our hands need? Normal  
fingernail length, cleanliness.

Proper use of nail polish, if used.

Good habits:

- a. Use of lotion.
- b. Hand brush.

Discuss correct use of lipstick, choice  
of color, and why lipstick should  
not be borrowed.

Chart good health habits.

Make a check list.

Bulletin board may be developed by  
class to show "Musts" for perfect  
cleanliness or any of above.

References:

Carson - How You Look and Dress.  
Craig, Rush - Clothes with Character.  
Greer and Gibbs - Your Home and You.

## UNIT III - THE CARE OF YOUR CLOTHING

Every girl wants her clothes to look their best at all times.

### Content

Equipment which makes care easy.

- Closets or enclosed storage  
space.
- Gadgets - hangers, shoe-racks,  
hat stands, containers, small  
items, etc.
- Equipment for keeping clothes  
clean.
- Mending supplies.

### Suggestions and References

Make a list of things you have at  
home to keep your clothes in good  
condition.

List others you have seen in stores  
or illustrated in magazines, etc.

List suggestions you could contrive  
inexpensively yourself.

Select pictures and clippings which  
show and describe well-arranged ward-  
robes or clothes closets.

## Content

### Daily Care:

- Outer clothing.
- Accessories.
- Underclothing.
- Stockings.

### Weekly Care:

- Removal of stains.
- Pressing.
- Washing sweaters.

### Seasonal Care:

- Storage.
- Moth protection.

### Methods of washing personal belongings:

- Review and discuss laundering of blouses, sweaters, lingerie, stockings, socks.
- Discuss special washing techniques for different kinds of fibres and fabrics.
- Mention special precautions required e.g., importance of low temperature water for woollens.
- Discuss care in laundering and ironing a cotton dress.

## Suggestions and References

Make a time schedule for daily care - try using it for one or two weeks.  
Make a list of everything you should do this week to keep your clothes in good shape.

List the common kinds of spots and stains you may need to remove from your clothing.

Make a stain removal chart for the school or home laundry.

Have students demonstrate stain removal.

Relate stains and stain removers to the students experience and needs as required for household laundry and for personal laundry.

Have students wash a woollen sweater.

Have students launder and iron a cotton dress in the classroom.





## REFERENCE BOOKS

### Use of Reference Books.

No textbook has been authorized for these courses. However, if the teacher and her students feel that a book is desirable, the British Columbia Manual, Foods and Home Management, is a good general reference for foods. For sewing, the McCalls, or Butterick or Simplicity Sewing Books can be purchased in quantity for little cost.

The titles of books in the list of references are divided into two groups, general and secondary books. The school library should contain as many of the general references as possible, with several secondary ones. Build up your library each year with additional books from the general and secondary groups, and new editions of books already in the library. New editions are especially important in the clothing field.

The library, which includes not only references but magazines, pamphlets and clippings kept up-to-date, is an important part of the home economics program. Unless they are adequately displayed and circulated, much valuable information is lost. The teacher must make it her duty to mention new or pertinent books and pamphlets which the students should look at and read. Library list prepared and issued by the Department of Education should be read.

## GENERAL HOMEMAKING

### General

Note: \* Those which are starred are available at the School-Book Branch.

- \* Department of Education, British Columbia - Foods and Home Management.
- \* Binny et al - Homemaking for Young Canadians.
- \* Toronto Home Economics Teachers Association - Homemakers of Tomorrow.
- \* Greer and Gibbs - Your Home and You.

### Secondary

- \* Harris et al - Everyday Living(1956).
- \* Laitem and Miller - Experiences in Homemaking.  
Committee of Teachers - Homemaking and Meals (8th Edition) Longmans, Green & Co.
- \* Lewis et al - Tomorrow's Homemaker.
- \* Jones and Burnham - Junior Homemaking.

## FOOD AND HEALTH

### General

- \* Mary Hiltz - Nutrition, (An Elementary Text).
- \* Wattie and Donaldson - Canadian Cook Book.
- \* Baxter, Justin and Rust - Our Food.

## Secondary

Betty Crocker Cook Book, McGraw Hill Co.

L. B. Pollard - Experiences With Food, Ginn & Co., Toronto.

## SEWING

### General

Jane Chapman - Girls' Book of Sewing, McClellan & Stewart Ltd.

B. Carson - How You Look and Dress (3rd Edition 1959) McGraw Hill Co.

\* Violet Wilson - Sew a Fine Seam.

\* Belle Pollard - Experiences With Clothing.

### Secondary

\* Lewis, Bowers, and Kettunen - Clothing Construction and Wardrobe Planning.

\* Grace Denny - Fabrics (7th Edition).

Mariska Karasz - See and Sew, Longmans, Green & Co.

## HOME MANAGEMENT

### General

Lauretta Wieland - At Work in the Kitchen, Van Nostrand Co., Toronto, 16.

Mary Goldman - Planning and Serving Your Meals (2nd Edition 1959) McGraw Hill Co.

### Secondary

\* L. Balderson - Housekeeping Handbook.

E. Wright - Table Service for All Occasions, Ryerson Press, Toronto.

Lewis, Burns and Segner - Housing and Home Management, Brett MacMillan.

## PERSONAL RELATIONS AND ETIQUETTE

### General

Mary Beery - Manners Made Easy, McGraw Hill Co.

\* Allan and Briggs - Mind Your Manners.

## CHILD CARE AND HOME NURSING

### General

Susan Briggs - Home Nursing with Confidence, Ryerson Press, Toronto.

Marian Lowndes - Manual for Baby-sitters, McClelland & Stewart Ltd.

## Secondary

Goodspeed, Mason and Woods - Child Care and Guidance (2nd Edition) Longmans, Green & Co.

## TEACHERS' REFERENCES

### General

Greer and Gibbs - Your Home and You - Student Workbook; Teacher's Answer Book; and Teacher's Manual.

Hatcher and Andrews - Adventuring in Home Living (Books I and II) Copp Clark Co.

Dr. E. C. Robertson - Nutrition for Today, McClelland & Stewart Ltd.

University of Alberta Book Store, Edmonton (30¢) - Recipes.

Canadian Red Cross, Alberta Division, 1504 - 1 Street S.E., Calgary, Alberta - Red Cross Course in Home Nursing.

St. John's Ambulance Handbooks, 10055 - 110 Street, Edmonton - Junior Home Nursing, (25¢), and Junior First Aid, (25¢).

### Secondary

Spock - Baby and Child Care, Cardinal Pocket Book Edition.

The Betty Bissell Book of Home Cleaning, Bantom Books, New York.

Bishop and Arch - Bishop Method of Clothing Construction, Longmans, Green & Co.

McCalls Treasury of Needlecraft (McCall's Magazine, 1955) Musson Book Co. Ltd., 103 - 107 Vanderhoof Avenue, Toronto.

Handbook for Young Homemakers (50¢), Hamilton Board of Education, 357 Hunter Street West, Hamilton, Ontario.



## MAGAZINE, PAMPHLETS AND ILLUSTRATIVE MATERIAL

What's New in Home Economics, 305 East 45th Street, New York, 17, N.Y. \$7.00 per year.

Forecast for Home Economics, 10 East 15th Street, New York 3, N.Y. \$6.00 per year.

Practical Home Economics, (Coped Student Edition), 33 West 42nd Street, New York 36, N.Y. \$1.00 per year for five or more copies. Teacher's edition free with ten copies of Co-ed.

Modern Miss, (Modern Teacher) Dominion Patterns Limited, 74 Yorkville Avenue, Toronto 5, Ontario. Four copies per year free to home economics teachers.

Canadian Home Economics Journal, 280 William Avenue, Winnipeg 2, Manitoba. Published quarterly. Free to C.H.E.A. members. \$1.50 per year for non-members.

Membership in Canadian Home Economics Association - \$10.00 per year.

Canadian Home Economics Association Office,  
78 Sparks Street,  
Ottawa, Ontario.

## PAMPHLETS

### FOODS AND NUTRITION

Information Services Division,  
Department of National Health and  
Welfare, Ottawa, Ontario.

Nutrition Division, Department of  
Health and Welfare, Administration  
Building, 10820-98 Avenue, Edmonton,  
Alberta.

Confederation Life Association, Head  
Office, Toronto, Ontario.

H.J. Heinz Company of Canada Ltd.,  
Leamington, Ontario.

Milk Foundation of Canada, Room 24,  
9912 - 106 Street, Edmonton, Alberta.

Home Economics Department, Campbell  
Soup Company Limited, New Toronto,  
Ontario.

Home Economics Department, Extension  
Service, Department of Agriculture,  
Legislative Building, Edmonton,  
Alberta.

Healthful Eating.

Canada's Food Rules.  
Score Sheet for each day's Meals.

What to Eat to be Healthy.

A Guide to Better Nutrition.  
Food Caloric Content Chart.

Modern Meal Planning with Soup.

Economical Luncheon and Supper Dishes.  
Lunch Boxes and Hot School Lunches.  
Tips on Food Preparation.  
The Salad Bowl.



Note: Free if a "Teachers' Reference".  
Not free if a "Class Reference Set".

Consumer Section, Marketing Service,  
Department of Agriculture, Ottawa,  
Ontario.

Consumer Service Department, Standard  
Brands Limited, 520 Sherbrooke Street  
West, Montreal, Quebec.

Martha Logan, Home Economist, Swift  
Canadian Company Limited, Toronto  
9, Ontario.

Home Economist, Department of  
Fisheries, Ottawa, Ontario.

Mary Hale Martin, Libby, McNeill  
& Libby, Chicago 9, Illinois.

Home Service Department, The  
Canadian Starch Company Limited,  
Montreal, Quebec.

#### CLOTHING

The Education Department, The  
Canadian Spool Cotton Company,  
421 Pie IX Boulevard, Montreal,  
Quebec.

The Singer Sewing Machine  
Company. (local center).

The Butterick Company Inc., 528  
Evans Avenue, Toronto 14,  
Ontario.

McCall Corporation, 462 Front  
Street West, Toronto 2B, Ontario.

Simplicity Pattern Co. Inc., 200  
Madison Avenue, New York 16, N.Y.

The Library, Dominion Textile Co.  
Ltd. Box 6250, Montreal, Quebec.

Use Your Peas and Beans.

Vegetables Make the Home Plate.

3-Way Meal Planning.

Entertainment Refreshment for Home  
and Club.

For Magic Results in Baking.

Our Best Cooky Recipes.

Meat Handibook (excellent for Grade  
IX.)

The Art of Salad Making.

It's Always Time for a Salad.

Stitch in Time Leaflets.

Embroidery Stitches.

Sewing Secrets:

No. 3 - Things You Should Know  
About Patterns.

No. 4 - Laying and Cutting Out  
a Pattern.

Sewing Machine Charts.

Threading Charts and Student Leaflets.

Expert Fashion Finishes.

Figure and Fabric Analysis.

Know Your Fabrics.

Fit is Fundamental to Fashion.

Wall Charts.

Wall Charts.

Everybody Uses Cotton.

Lightning Educational Service,  
50 Niagara Street, St. Catharines, Ontario.

Paton & Baldwin Ltd., Toronto, Ontario.

Educational Department, Vogue Pattern Service, 420 Lexington Avenue, New York 17.

#### GROOMING

Information Services Division, Department of National Health and Welfare, Ottawa, Ontario.

Home Service Center, Scott Paper Company, Chester, Pennsylvania.

Educational Director, Personal Products Ltd., 1795 St. Catherine Street West, Montreal.

Toni, 1550 Cote de Liesse, Montreal 9.

#### CONSUMER EDUCATION

Marketing Service, Consumer Section, Department of Agriculture, Ottawa, Ontario.

Money Management, Institute of Household Finance Corporation of Canada, 85 Eloor Street East, Toronto 5, Ontario.

#### CHILD CARE

Heinz Baby Foods, Professional Services Department, Leamington, Ontario.

#### HOME MANAGEMENT

Home Economics Extension Service, Department of Agriculture, Edmonton, Alberta.

Good Housekeeping Institute, Bulletin Service, 57th Street and 8th Avenue, New York 19.

Consumer Education Department, Johnson's Wax, Brantford, Ontario.

#### Zippers.

Wool information - Easy Lessons in Knitting.

Wardrobe Planning - Cut Out for You.

Off to a Beautiful Start.

Beauty on a Budget.

Buy by Grade - publication 1048  
- April, 1959.

15¢ each or \$1.50 per set of booklets.

Your Baby's Diet.

Stain Removal. (Free if teacher's reference).

How to Have a Prettier Room.

## AUDIO - VISUAL AIDS

The following films and filmstrips are available from the Audio-Visual Aids Branch, Department of Education, 10820 - 98 Avenue, Edmonton, Alberta.

The starred films and filmstrips in the following section are also available from the Department of Extension, Division of Visual Instruction, University of Alberta, Edmonton. The catalog number and type of filmstrip or cost are shown in brackets. Following are additional films and filmstrips available from the Department of Extension.

### FOODS AND NUTRITION

#### Films:

- Arranging the Tea Table, Tk-555
- \* Baking Tea Biscuits, Tk-480 (A1908-9 color 50¢)
- \* Cooking Planning and Organization, T-712 (A2527 b & w 50¢)
- \* Dinner Party and Review, T-266 (A1177-9 color \$2.25)
- Food for Freddy, Tk-1338
- Food That Builds Good Health, T-812
- Foods and Nutrition, T-1145
- Fundamentals of Diet, T-151
- Good Table Manners, T-822
- \* Home Cookery of Fish, T-386 (A1221 b & w 50¢)
- \* Making Perfect Pastry, Tk-959 (A2700-1 color 50¢)
- Meat and Romance (how to buy, cook, serve), T-1177
- \* Principles of Baking, T-426 (A914 b & w 50¢)
- \* Principles of Cooking, T-424 (A915 b & w 50¢)
- \* Principles of Home Canning, T-425 (A917 b & w 50¢)
- Summer Sunshine for Winter Menus, T-1162
- Understanding Vitamins, T-909
- Vitamin D, T-720

#### Filmstrips:

- \* Canning Step by Step, P-725 (N.F.B.) (543 b & w)
- Consumer Problems In Nutrition, Pk-127 (P.S.P.)
- Carbohydrates and the Calorie, P-823 (C.G.)
- Fats and Proteins, P-2073 (C.G.)
- Food and Health, P-822 (C.G.)
- How to Cook by Moist Heat, Pk-1358 (S.V.E.)
- Meats Which Require More Than One Hour, Pk-2309 (Swifts)
- Party Plans for Pies, Pk-3548 (Swifts)
- \* Rural School Lunches, P-731 (N.F.B.) (537 b & w)
- The 3 T's of Meat Buying, Pk-2308 (Swifts)
- Vitamins and Mineral Salts, P-825 (C.G.)
- You and Your Food, Pk-3302 (CLIOA)
- Meats Which Require Less than One Hour, Pk-2310 (Swifts)

If considering purchase see also the Preview List of Filmstrips obtainable from the Audio-Visual Aids Branch. See the sections on Home Economics and under Citizenship.



## SEWING

### Films:

Basic Fibres in Cloth, Tk-482  
Know Your Suit, Tk-1045  
Synthetic Fibres - Nylon and Rayon, T-671  
What is Cloth? T-588  
Yarn and Cloth Construction, T-589

### Filmstrips:

Acetate Fibres, Pk-3248 (Eastman)  
Easy Sewing Filmstrips (McCalls)  
    Historical Highlights and Contemporary Clothes, Pk-3129  
    Starting From Scratch, Pk-3130  
    Construction Ahead, Pk-3131  
    The Inside Story, Pk-3132  
    Essential Extras, Pk-3133  
    Priceless Perfection, Pk-3134  
    How to Use the Buttonholer, Pk-3135  
Sew into Spring, Pk-3310 (McCalls)  
A Tale of Two Seams, P-1910 (Singers)  
Teen Age Clothing Series: (McCalls)  
    Making a Dress, Pt.1, P-1952  
    Making a Dress, Pt.2, P-1953  
    The Right Clothes for You, Pk-1954  
    Test Tube Textiles, Pk-2727  
Common Properties of Nylon and Orlon, Pk-2728  
Fibre to User, Pk-2729

If considering purchase see also Home Economics listing in catalog.

## CARE OF THE HOME AND CONSUMER BUYING

### Films:

Cotton Made in Canada, Tk-1012  
Safety in the Home, T-77  
\* What's Under the Label (Food and Drugs Act) T-863 (A2741 50¢)  
\* Wise Buying, T-776 (A2798 b & w 50¢)  
\* Your Family Budget, T-708 (A2479 b & w 50¢)  
Story of Standards (federal food inspection) Tk-862

### Filmstrips:

Directing Your Dollars, Pk-2576 (CLIOA)  
Family Budget Series: (H.F.C.)  
    Mrs. Consumer Considers Credit, P-1029  
\* Buy Words, P-1030 (1157 b & w)  
\* What Shall I Wear? P-1031 (1161 b & w)  
    Take Time to Make Time, P-1032

Review List of Filmstrips.



Market Basket Series: (H.F.C.)  
Buying Dairy Products, Fats  
and Oils, P-1218  
Buying Fruits and Vegetables,  
P-1219  
Focus on Food Dollars, Pk-3566.  
Your Money's Worth in Shopping, Pk-3567  
Managing Your Clothing Dollars  
A New Look at Budgeting, Pk-3569  
Buying Meat, Fish, Poultry and  
Eggs, P-1220  
Buying Processed Foods, P-1221  
Pure Foods and Safe Drugs, P-1963 (N.F.B.)  
Your Health and the Corner Store,  
Pk-1964 (N.F.B.)

#### LAUNDRY

##### Filmstrips:

What Happens in Washing, P-1003 (C.G.)

#### HOME NURSING

##### Films:

\* Home Nursing, T-1142 (A919 b & w 50¢)  
Home Nursing, Fundamentals, T-1126

##### Filmstrips:

Elementary Nursing, Pt.1, P-1620 (D. Mail)  
Elementary Nursing, Pt.2, P-1621 (D. Mail)

#### PERSONAL RELATIONS

##### Films:

It's Wonderful Being a Girl, (menstruation). Also  
available from Personal Products Ltd., 4795 Ste.  
Catherine St. West, Montreal, Tk-1381  
Molly Grows Up, T-1281 (menstruation)  
Story of Menstruation, Tk-434  
Good Table Manners, T-822  
Dinner Party and Review, Tk-266

##### Filmstrips:

Confidence, (femine hygiene) Pk-2995  
(personal products)  
Hands Right, Pk-3265 (Jergens)  
Your Best You, (grooming) Pk-2768  
(Tussy Products)

If considering purchase see also the Preview List of Filmstrips, sections  
Physiology and Group Life under Citizenship.

#### CHILD CARE

Film: The Baby Sitter, T-871

The following films and filmstrips are available from the Division of Visual Instruction, Department of Extension, University of Alberta, Edmonton. The rental rates for films cover one day's use with half this rate charged for each subsequent day. In addition, carrying charges both ways are also payable by the borrower. Rental rates for filmstrips are 25 cents for black and white and 50 cents for color for one week.

## FOODS AND NUTRITION

### Films:

Cooking Series: (each b & w 50¢)  
Kitchen Safety, A2530  
Measurements A2529  
Terms and What They Mean A2528  
The Man Who Missed His Breakfast, A1534 (b & w 50¢)  
Vitamins A,B,C,D, A647-8 (b & w \$1.25)  
What Makes Us Grow, A675 (b & w \$1.75)  
Why Won't Tommy Eat? A2368 (b & w \$1.25)

### Filmstrips:

Why Eat Series: (color)  
Cereals, 895  
Fruits, 893  
Meats, 896  
Milk, 892  
Vegetables, 894  
Why Eat? 891

Cooking Meat According to the Cut, 801  
Cooking Poultry, Older Birds, 892  
Cooking Poultry, Young Birds, 815  
Eat Well! Live Well! 435 (color)  
A Good Breakfast, 2207 (color)  
How Vitamins Help Man, 1955  
Nutrients in Food, 73 (color)  
The Essential of Diet, 436 (color)

## SEWING

### Films:

Sewing Series: (b & w 50¢ each)  
Fundamentals, A1895  
Handling of Materials, A1896  
Pattern Interpretations, A1893  
Simple Seams, A1984  
(Film "What Makes It Sew" is available from Singer Sewing Machine Co.)

### Filmstrips:

Cotton Fabrics, 1602 (color)  
Stepping Out in Cotton, 813 (b & w)  
Wool Fabrics, P-1784 (color)

CARE OF THE HOME AND CONSUMER BUYING

Filmstrips:

Managing the Family Income, 1158 (b & w)  
Spending Your Food Dollars, 1160 (b & w)

Films:

Safety Begins at Home, A 1392 (b & w 50 ¢)



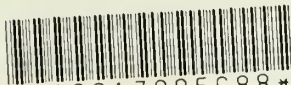
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